

DOCUMENT RESUME

ED 364 037

EC 302 607

AUTHOR Cohen, Tsivia S.
TITLE The PRISE (Positive Resiliency in Special Education) Curriculum.
INSTITUTION Northwest Suburban Special Education Organization, Palatine, IL.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 91
NOTE 455p.; A product of the Comprehensive Special Education Drug Initiative.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC19 Plus Postage.
DESCRIPTORS Coping; Daily Living Skills; Decision Making; *Disabilities; Drinking; *Drug Education; Drug Use; Elementary Secondary Education; Interpersonal Relationship; *Learning Activities; Lesson Plans; Needs Assessment; Peer Influence; *Prevention; Self Esteem; *Substance Abuse; Teaching Methods
IDENTIFIERS *Positive Resiliency in Special Education; *Resilience (Personality)

ABSTRACT

The PRISE (Positive Resiliency in Special Education) Curriculum was designed to prevent alcohol and other drug use among the special education population in kindergarten through high school, by involving students in classroom activities that will increase their personal resiliency while encouraging them to make healthy, informed decisions. The federally funded curriculum is not intended to supplant existing curricular materials in prevention education, but to enable teachers to select and use these materials in an effective way. The curriculum begins with guidelines for prevention planning and two needs assessment forms (one for elementary teachers and one for secondary teachers). The curriculum presents six instructional units on the following topics: (1) personal resiliency, (2) information about drugs, (3) decision making, (4) resisting pressure, (5) nurturing relationships, and (6) healthy alternatives. For each objective, activities which meet both the instructional and social needs of special education students are listed. For each activity, grade levels, subject areas, constraints, materials, evaluation methods, variations, and spin-offs for reinforcing the concepts are indicated. The curriculum concludes with a list of available materials and recommended learning activities drawn from other curricula, arranged by curriculum objective. (JDD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 364 037

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

EC 302607

THE PRISE

Positive Resiliency in Special Education

CURRICULUM

**by Tsivia S. Cohen, Curriculum Specialist
Comprehensive Special Education Drug Initiative**

Project Director: Jennifer Casale

Project Secretary: Nancy Hill

Title: Karen Brosnan

Cover: Jennifer Grote

Artwork: Jennifer Grote and Tsivia Cohen

NSSEO Administrator: Ann Christensen

The contents of this curriculum were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and should not assume endorsement by the Federal government.

**Northwest Suburban Special Education Organization
Dr. Pamela Gillet, Superintendent**

© Copyright 1991

ACKNOWLEDGEMENTS

The development of this curriculum has depended on the cooperation of a number of people throughout the Northwest Suburban Special Education Organization (NSSEO), and particularly in NSSEO's Learning Disabilities (LD) Center where the project is housed. In order to design, write and print these materials, I have been dependent on both the efforts and the insights of many people:

Ann Christensen, Principal of NSSEO's LD Center has provided the office space and in-kind support for the project. She has also been an advocate for this curriculum and a valuable consultant. Her contributions to this curriculum include her insights about both teaching and special education children.

Karen Brosnan, School Nurse of NSSEO's LD Center, has inspired much of this work by her authorship both of the grant that supports it and of the name of the curriculum itself. "PRISE" is just one of her creative ideas. As a consultant to this curriculum, she has helped by reviewing activities and sharing her wonderful ideas.

Jennifer Casale, Director of the CSEDI project, has compiled and annotated the exhaustive lists of resources included in this curriculum. In addition, she has reviewed activities and been a painstaking proofreader and editor. Drawing on her years of experience in the field of substance abuse counseling and Student Assistance Program development, she has brought her broad knowledge of materials and ideas to this curriculum.

Nancy Hill, the secretary of the CSEDI project, has shown tremendous energy and ingenuity in getting these materials formatted, printed and ready for reproduction. Without Nancy, it might have taken us another year! (Special thanks also go to Kim and Stacey as our models of what girls their age like and don't like.)

Jennifer Grote, a student at Winona State University in Minnesota, designed the cover for this curriculum, as well as some darling cartoons of the internal organs. Her creativity and willingness to volunteer her services have upgraded the looks of the whole package.

The Community of Saint Sabina in Chicago for their extensive packet of information on alcohol and tobacco billboard advertising and legal issues.

Special thanks also go to Maureen Daly, Tom Frasier, Peggy McGreevy, Gayle Lewis, Darlene Russo, Elaine Weil, Laurie Wydeen and the patient and forbearing clerical staff at the NSSEO office.

Tsivia Susan Cohen
Curriculum Specialist
CSEDI Project
December 1991

MORE THAN AN INTRODUCTION

OVERVIEW

The **PRISE (Positive Resiliency in Special Education) Curriculum** has been developed for teachers working with special education students in kindergarten through high school. The goal of this curriculum is to prevent alcohol and other drug use among the special education population by involving students in a series of classroom activities which will increase their personal resiliency while encouraging them to make healthy, informed decisions.

The **PRISE Curriculum** is one part of the **Comprehensive Special Education Drug Initiative (CSEDI)**, a School Personnel Training Grant, funded by the U. S. Department of Education, Drug-Free Schools and Communities Act. Initially an eighteen month grant, an additional two year funding cycle has been approved beginning April 1, 1992.

Through this grant, training in the **PRISE Curriculum** will be provided, as well as assistance in establishing Student Assistance Programs. Throughout the span of the project, this curriculum will be expanded and refined, utilizing the feedback from educators in NSSEO. The CSEDI Project has also collected a variety of resources which are stored in our offices in the NSSEO Learning Disabilities Center at Miner School. These resources include published drug prevention curricula, video tapes, visual aids, books for students, resource materials for student research, pamphlets, games, as well as books for educators and parents.

Considering the range of students, both in terms of age and ability (special education students being more different than alike), the **PRISE** curriculum uses an open-shelf approach. This is not a *first you do this, then you do that* kind of curriculum. **PRISE** is designed to be *teacher-driven*, the assumption being that you will select and choose what will work for your students as well as what fits with your own teaching style.

For that reason, please read the **GUIDELINES FOR PREVENTION PLANNING** at the end of this introduction, (even if you skim the rest of this opening). Included in these guidelines is critical information from the research on how to put together a prevention plan for an entire school year--one that has a good chance of making a difference. The **NEEDS ASSESSMENT** will also hopefully assist you in making decisions about how to approach your students this year, given their needs and level of skill. In addition, the **RESOURCES** section of this curriculum includes a list of materials available through the CSEDI Project, as well as a list of recommended activities from selected curricula.

DESIGN OF THE PRISE CURRICULUM

This curriculum does not hope to supplant the large number of curricular materials that have been developed in the area of prevention education. Instead, we would like to give you the information we now know from the research to enable you to select and use these materials in an effective way. While an abundance of curricula have appeared in recent years, very few of

them have been tested. Only recently have some studies appeared that examine curricula and ask the critical question: **Do they work?**

In order to develop (and adapt and borrow) a set of activities for special education students, we first wanted to know what has been shown to work with mainstream students. In the rush to do something about a serious problem, many of the early prevention curricula made a number of mistakes. Simply providing students with information about alcohol and other drugs did not make them less likely to use these substances. In fact some studies indicate that this tactic can have the opposite effect. Better informed students might make better consumers, and this is certainly not our goal when it comes to drug education. On the other hand, preaching to students about the dangers of alcohol and other drug use, with the purpose of scaring them into abstinence, also does not work in the long run. Ultimately students will know someone who has used drugs with no obvious negative consequences. Our diatribes about the dangers of alcohol and other drugs only serve to discredit us as a source of reliable information.

Much of the efficacy research indicates that it is easiest to change students' level of information, harder to change their attitudes, and most difficult to change their behavior. Still, according to the latest figures, drug use (excluding alcohol and nicotine) among young people is finally decreasing. Dr. Lloyd Johnston, who conducts the largest prevalence studies nationwide (through the Institute for Social Research at the University of Michigan), attributes this fortuitous decline to prevention. So something is working, at least for the more illicit substances. What we need to know is which techniques are effective and how to apply them to all dangerous drugs

Several studies have attempted to pinpoint the factors that make for a successful prevention curriculum, and we have used this information in designing this curriculum. We have examined research on why some kids use and why some kids don't use, including long term studies of resiliency among young people. In addition, we have considered factors that are common to many students with learning disabilities and other handicapping conditions--factors which may predispose these students to use or which may interfere with their success with a given activity.

Keeping all this in mind, we have formulated six objectives which reflect both the research findings in prevention as well as what we know about many special education students. While the activities and specific focus will change with age and development, the objectives need to be addressed at all levels of a substance abuse program:

1. To increase personal characteristics associated with resiliency, especially self-esteem and internal locus of control.
2. To increase knowledge of the consequences of using alcohol and other drugs.
3. To demonstrate skills in problem solving and decision making.
4. To demonstrate skills in resisting pressure to use alcohol and other drugs.
5. To increase time spent in nurturing relationships, particularly those with strong adult role models.
6. To increase involvement in healthy alternatives.

Each objective corresponds to a unit of the PRISE Curriculum which is described below. Following this description are the **GUIDELINES FOR PREVENTION PLANNING** which apply to the entire curriculum. Teaching guidelines are also included in each activity unit.

FORMAT OF THE PRISE CURRICULUM

The PRISE curriculum includes **six instructional units** corresponding to the above objectives: **1. PERSONAL RESILIENCY, 2. INFORMATION ABOUT DRUGS, 3. DECISION MAKING, 4. RESISTING PRESSURE, 5. NURTURING RELATIONSHIPS, and 6. HEALTHY ALTERNATIVES.**

Each unit begins with a short introduction including the **rationale for this objective** as well as **guidelines for teaching**. Within each unit, the number of activities is different, and more will be added throughout the span of the CSEDI project. The activities, which are spelled out in some detail, are ordered roughly in terms of age appropriateness. In the **RESOURCES** section of this curriculum, we have included a list of other materials that are available through the CSEDI office, including a still expanding list of recommended activities from other curricula. For schools within NSSEO, all of these materials will be available through the CSEDI office at Miner LD Center (708-255-6350).

Keeping in mind the disparity between the age of our students and their academic development, we have attempted to design (or adapt) activities which meet both the instructional and social needs of special education students. Under the heading of **GRADE LEVEL**, each activity delineates the **orientation** of the activity (meaning the age appropriateness of the materials) as well as **skills** required to complete the steps (estimated for non-handicapped students). Most activities include several variations to allow the teacher to adapt it for students with different strengths or limitations.

Many of the activities are designed to be used either over several days of instruction or in conjunction with other activities as small units or strands. The PRISE activities may also be combined with ongoing classroom instruction, in order to distribute prevention education over the entire year. Under **SUBJECT AREA**, we have indicated the academic (or non-academic) content of the activity, for instance reading, math, science, personal development, health, etc. Some activities will need to be used as part of units in particular academic disciplines. (For instance, several activities are geared toward the development of certain math or language arts skills.) Feel free to pull activities and share them with other teachers who may be more involved in teaching these subjects.

Most activities include a note under the heading, **CONSTRAINTS**, in which we list prerequisite skills, additional activities, and ways to integrate the activity with other teaching.

Each of the activities includes a list of **MATERIALS**, some of which may be photocopied from the curriculum itself as well as ones available through CSEDI. We have tried to limit the number of materials which the teacher will need to collect or prepare. On the other hand, many special education students need concrete props as well as "scaffolds" (frameworks or

guidelines) to assist them with less explicit tasks. Some of the handouts and overhead transparencies are designed to provide scaffolds, particularly when the process being taught is complex. (In one activity, for example, the Decision Tree gives students a visual cue for recalling a problem solving process.)

The procedures for each activity are divided into **STEPS** and **CLASSROOM INSTRUCTIONS**, using a two column approach to make the activity easier to follow while you are actually teaching. The **STEPS** have been kept intentionally short, so that after you read through the activity, they can serve to prompt you during the hectic process of actually teaching. We have included some sample "teacher talk" in the **INSTRUCTIONS** column. We don't expect anyone to read this dialogue aloud--it's more a suggestion of ways to explain particular concepts to students. Please phrase these ideas in your own words, using your own style.

Often the activities are designed to be spread out over several class periods with the understanding that the designations of **Period 1**, **Period 2**, etc. are only estimates. Many of these activities have not been tried--at least by people in this office--and certainly not with your students. So the activities may turn out to be longer or shorter than we have indicated.

The **EVALUATION** section includes some criteria for examining how successful your students have been with this activity. Hopefully this will help you in your future planning of prevention activities. Particularly in the Decision Making unit, we have included some remedial activities for students who get bogged down in one or more aspects of the processes being taught.

At the end of most of the **PRISE** activities, **VARIATIONS** are suggested for adapting this activity for students with special (more special, different special) needs or learning styles. The **SPIN-OFFS** section includes one or more ways to extend the activity during later class periods. **SPIN-OFFS** are intended to reinforce the concepts being taught.

GUIDELINES FOR PREVENTION PLANNING

1. Take a no-use stance. Don't confuse students with discussions of responsible use. For children and adolescents, whose brains are still developing, and who cannot, in our society, legally use any drugs (with the exception of caffeine), we need to provide a clear *no-use* message. Beware of materials that condone even limited drug use, for instance, many of the *Project Oz--A Special Message* materials (some of which are also fine) or a number of videos in which students discuss how they keep their drinking under control. These materials imply that some use is okay and make decision-making more difficult.

Taking a no-use stance also means that it is not okay for your students to discuss their experiences with alcohol and other drugs--discussions which often lead to bragging or which place you in a difficult position. It also means that information about drugs is given within a specific context; students are not supplied with (supposedly) neutral information. More about

this, including ways to hold safe discussions is described in the unit called **INFORMATION ABOUT DRUGS**.

2. Spread out the material over time. Rather than teach an intensive unit in March, teach several small units through out the year. According to the research, most effective prevention curricula are spread out over time.

For most groups of students, **thirty hours of instruction over an academic year** is a good minimum. Try to plan **about 3--5 hours per month**.

Over the year, students need activities in all six units, but there need not be an even balance. Tailor the mix for your students' needs. In the lower grades, the emphasis may be more on personal resiliency and less on information, but the actual mix of activities is up to the teacher. The Needs Assessment included in the curriculum will hopefully assist you in choosing activities for your students.

The activities may be organized into various strands with the focus being content (e.g. the dangers of nicotine use or tactics in advertising), skills (e.g. interacting with peers or writing an essay), or behavior (e.g. taking responsibility for one's own actions or using self-monitoring). The **PRISE** activities can be combined both with other prevention activities and with other teaching taking place in the classroom.

3. Involve students. Find ways to put students in structured leadership roles. According to the research, the more students are involved in espousing prevention and caution, the more their attitudes are affected. Students (especially at the junior high and secondary level) are more likely to listen to their peers, and more likely to internalize what they themselves have said.

Careful structuring is needed in order to involve students in a positive way, particularly with special education students who may have a limited ability to "discuss." Some of the ways this is handled in this curriculum are through cross age activities (in which older students present material to younger students) and through fictional case studies. Nearly all of the activities involve students in an active role.

4. Collaborate with other staff. Different students respond to different teachers and the no-use message needs to come from a number of sources. Moreover, several of these activities are designed for use in particular academic disciplines. If you only teach language arts, feel free to pull a math activity (for instance) and share it with the math teacher.

Ideally a number of staff could be involved in prevention activities, reinforcing the "no-use" message. We have included activities which could be integrated with standard academic learning: for instance reading for understanding, writing an essay, understanding human physiology, or reading a statistical table.

One of the ways in which we would like to expand this curriculum is to add more activities designed to be used in conjunction with particular subjects: shop, home economics, art, music, civics, math, etc. We'd like to include some of the activities you are doing that meet these guidelines and that may work well for other teachers within NSSEO. (We promise to give you credit!)

5. Involve parents and other family members. Some of the activities include a family involvement **Spin-Off** activity which can be used to involve the parents in expanding and reinforcing what the students are learning. Particularly in the unit on **NURTURING RELATIONSHIPS**, parent and

family involvement is critical. In cases where students are not living with their natural parents, students may require additional assistance in sorting out their connections to important adults in their lives.

6. Plan in redundancy. When introducing new information, give students the information in a number of ways: for example combining a video on decision making with a couple of activities or providing a number of demonstrations on the dangers of smoking.

7. Provide practice. Especially when teaching skills, give the students several opportunities to try them. The curriculum includes skill development involving body language, refusal skills, problem solving, evaluating, etc.

8. Assist with transfer. Help students to apply the skills you have taught by giving them experience with hypothetical examples involving alcohol and other drugs. For instance, often it is assumed that students will apply a decision making process to situations involving drugs. Many of our students may need to practice making a healthy decision in that kind of situation.

9. Be resourceful. The CSEDI Library contains a large array of materials which augment those spelled out in this curriculum and these are available to all teachers in NSSEO. In addition, feel free to beg, borrow or steal whatever else you can find. The guidelines for each unit will assist you in selecting and adapting materials for effective prevention education. The RESOURCES section of this curriculum includes a list of other recommended activities for each unit.

SPECIAL NOTE ON ROLEPLAYING:

Several activities in this curriculum involve students in roleplaying or acting out short scenarios. The following guidelines, adapted from the QUEST Curriculum, may be helpful in preparing students for roleplaying:

1. Create a serious mood.
2. Allow the players a few moments to get into roles. Some students may need more information about what their role will require.
3. Allow time for the players to express nervousness and ask questions before beginning.
4. Give the spectators a role as observers. Write a couple of questions on the board, specifying what you want them to look for.
5. Don't let the role play drag on--cut it as soon as you feel there's some resolution or that they are stuck.
6. Help the players out of their roles--tell them, *Now you're yourself again*. Use their names. Some students may be helped by a gesture: physically "giving back" the role or "taking off" the role. Ask them to tell how it felt to play the role.
7. Allow time for processing after each role play. Elicit reactions and observations from both the players and the spectators.

**SUMMARY OF PRISE ACTIVITIES
(November 1991)**

UNIT 1: PERSONAL RESILIENCY

1. ACTIVITY: SELF TALK: WHAT TO SAY TO YOURSELF

GRADE LEVEL: Orientation Grades K--4
Skill Grades K--2

TIME FRAME: 2 class periods plus maintenance

SUBJECT AREA: Depends on classroom

SUMMARY: Students learn the benefits of positive self-talk and hear it modeled by the teacher. After completing a simple worksheet, students roleplay giving themselves positive messages for both fictional and real successes.

2. ACTIVITY: GIVING COMPLIMENTS

GRADE LEVEL: Orientation Grades K--12
Skill Grades K--2

TIME FRAME: 1 to 2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students learn four rules for giving compliments and practice on each other. Students may work in small or large groups. Variations include Compliment Piggy Banks and Compliment Capes.

3. ACTIVITY: PERSONAL TREASURE HUNT

GRADE LEVEL: Orientation Grades 3--12
Skill Grades 3--4

TIME FRAME: 1 class period

SUBJECT AREA: Language Arts and Personal Development

SUMMARY: Students play a game in which they try to find other students in their classroom with certain positive attributes. Included are two lists of questions (elementary and secondary).

4. ACTIVITY: KEEPING A JOURNAL

GRADE LEVEL: Orientation Grades 5--12
Skill Grades 5--12

TIME FRAME: 2 class periods plus daily maintenance

SUBJECT AREA: Language Arts

SUMMARY: Students are given a structure for keeping a journal, including descriptions of appropriate daily entries--both at the intermediate and secondary level. A variety of systems for evaluation are included as well as lists of novels written in a journal format.

5. ACTIVITY: WHAT I'M LIKE--SELF MEASURE

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 5--6

TIME FRAME: 1--2 class periods

SUBJECT AREA: Language Arts, Personal Development

SUMMARY: Students answer a series of questions about themselves in the following areas: social, academic, leisure, health, and solitary pursuits. Scoring the measure leads into a discussion of strengths and needs. Follow up includes individual goal setting.

6. ACTIVITY: SETTING AND ACHIEVING GOALS

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 5--12

TIME FRAME: Approximately two weeks. Two class periods plus 10-15 minutes on subsequent days.

SUBJECT AREA: Personal Development

SUMMARY: Each student determines an individual goal and develops a plan for working on it. Progress is monitored on a daily basis.

7. ACTIVITY: HURTFUL AND HELPFUL BEHAVIORS

GRADE LEVEL: Orientation Grades 8--12
Skill Grades 5--6

TIME FRAME: 1--2 class periods (with video)

SUBJECT AREA: Personal Development

SUMMARY: After watching the video, "Are You Talking To Me," students generate lists of hurtful and helpful behaviors, looking at both themselves and others. The film may also lead to a discussion of relationships with significant adults (Also see Unit 5, Nurturing Relationships).

8. ACTIVITY: WHO'S IN CHARGE: TAKING RESPONSIBILITY

GRADE LEVEL: Orientation Grades 8--12
Skill Grades 6--7

TIME FRAME: 3--4 class periods

SUBJECT AREA: Personal Development, Language Arts

SUMMARY: Students are introduced to the concept of Locus of Control by reading six scenarios about how other students take (or don't take) responsibility for their own actions. Students fill out a self-measure for three areas of their lives: school work, friends and family, and health. An outline is included for an essay assignment to assist students in reflecting on their own tendencies.

9. ACTIVITY: RESUME OF MY FUTURE

GRADE LEVEL: Orientation Grades 10--12
Skill Grades 7--8

TIME FRAME: 2 class periods

SUBJECT AREA: Language Arts, Vocational Education

SUMMARY: Students fill in a time line of their past and their imagined future in order to generate goals for themselves twenty years from now. After a discussion of ways to reach these goals, each student writes a resume of who they hope to be in twenty years.

10. ACTIVITY: SELF-ASSESSMENT: CREATING MY OWN SELF-MEASURE**GRADE LEVEL:** Orientation Grades 10-12

Skill Grades 9-10 (high activity)

TIME FRAME: 4 class periods**SUBJECT AREA:** Language Arts, Personal Development

SUMMARY: Students generate questions for a self-assessment using a series of formats. They work as a group to come up with a single assessment on a self-determined topics and then administer this measure to themselves and/or others. (Hint: this activity would need to follow several magazine self-tests or one of the following PRISE activities in this unit: WHAT I'M LIKE; SELF-MEASURE or WHO'S IN CHARGE.)

UNIT 2: INFORMATION ABOUT DRUGS**1. ACTIVITY: DRUG VERSUS FOOD****GRADE LEVEL:** Orientation Grades K-2

Skill Grades K-1

TIME FRAME: 2 class periods**SUBJECT AREA:** Science, Personal Development

SUMMARY: Students use a definition to decide (by sorting) which of an assortment of items is a drug or a food.

2. ACTIVITY: BINKY'S BODY AND THE PURPLE PILL**GRADE LEVEL:** Orientation Grades K-6 (Two story versions)

Skill Grades K-3 (without worksheet)

Grades 3-5 (with worksheet)

TIME FRAME: 2 class period activity (with worksheet)**SUBJECT AREA:** Language Arts

SUMMARY: Students listen to a make-believe story in which a character's internal organs react to the use of a drug by complaining. Afterwards the students finish the story and write their own version by filling in blanks on a worksheet.

3. ACTIVITY: MEDICINES AND OTHER DRUGS**GRADE LEVEL:** Orientation Grades 1-6

Skill Grades 2-3 (variation for non-readers)

TIME FRAME: 3 class periods**SUBJECT AREA:** Science, Personal Development

SUMMARY: Students differentiate medications from other drugs and share personal experience. The difference between prescription and over-the-counter medications is clarified and students examine the label of prescription medicines. The activity ends with a discussion of ways in which medications may be dangerous if used inappropriately.

4. ACTIVITY: EFFECTS OF NICOTINE: THE SMOKING MACHINE**GRADE LEVEL:** Orientation Grades 2--12

Skill Grades 2--3

(Optional last step--Grade 5.)

TIME FRAME: 1--2 class periods**SUBJECT AREA:** Science, Health**SUMMARY:** Student witness an experiment with a smoking machine. Older students write down what they learned; younger students say these aloud. The activity ends with a discussion of long and short term effects.**5. ACTIVITY: TAR IN THE LUNGS****GRADE LEVEL:** Orientation Grades 4--8

Skill Grades 2--3

TIME FRAME: 2 class periods**SUBJECT AREA:** Science, Health**SUMMARY:** Students experience 3 demonstrations of the effects of smoking:

1. Using molasses, they see the amount of tar that collects in the lungs of a smoker in one year.
 2. Using glue they examine what happens when this tar hardens.
 3. Breathing through a straw, they experience what it might be like to have emphysema.
- Discussion focuses on the short and long term effects of smoking on the body.

6. ACTIVITY: CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING?**GRADE LEVEL:** Orientation Grades 6--9

Skill Grades 5--6

TIME FRAME: 1 or 2 class periods**SUBJECT AREA:** Math, Personal Development**SUMMARY:** Students participate in a quiz show in which they guess what percentage of students are either using or declining to use drugs. The goal of this activity is to correct (and lower) students' misconceptions about the prevalence of drug use. (Research has indicated that students' overestimations of peer use may encourage their own use.)**7. ACTIVITY: READING THE LABEL****GRADE LEVEL:** Orientation Grades 7--10

Skill Grades 5--6

TIME FRAME: 3 class periods**SUBJECT AREA:** Science, Health**SUMMARY:** Students learn the components of over-the-counter labeling and complete a worksheet on a single medicine. This activity may be conducted as a field trip to a drug store.**8. ACTIVITY: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES****GRADE LEVEL:** Orientation Grades 7--10

Skill Grades 5--6

TIME FRAME: 2 to 4 class periods (need not be consecutive.)**SUBJECT AREA:** Language Arts, Personal Development**SUMMARY:** Students apply the information they have about the effects of three gateway drugs (marijuana, cocaine, and alcohol) to four different scenarios involving high school students. In each of four short stories, the detective Sleuthman must decide which, if any, drugs a student may be taking.

9. ACTIVITY: SIGNS OF USE; SIGNS OF HEALTH**GRADE LEVEL:** Orientation Grades 8--12

Skill Grades 5--6

TIME FRAME: 1--2 class periods**SUBJECT AREA:** Personal Development, Health

SUMMARY: Students examine both the signs that someone is using drugs and the signs of someone who is healthy. Students match descriptions of people with each of the gateway drugs: alcohol, cigarettes, marijuana, and cocaine as well as with non-use. The issue of enabling is introduced (optional), and may lead to a further examination of the roles of friends and family in drug use (See ENABLING AND EMPOWERING in Unit 5: Nurturing Relationships).

10. ACTIVITY: TRIAL BY ORGANS: CROSS AGE THEATER**GRADE LEVEL:** Orientation Grades 9--12

Skill Grades 7--8

TIME FRAME: 2 week activity**SUBJECT AREA:** Language Arts, Theater

SUMMARY: Students read and produce a humorous play involving a trial in which the defendant's organs testify against him. The play is designed to be performed in front of a group of younger students along with a discussion of the issues raised in the play.

11. ACTIVITY: RESEARCH: THE EFFECTS OF DRUGS**GRADE LEVEL:** Orientation Grades 9--12

Skill Grades 7--12 (depending on sources)

TIME FRAME: 3--4 class periods**SUBJECT AREA:** English, Social Studies

SUMMARY: Students gather information from articles in the popular press about the effects of drugs. Working in small groups, students present this information as a panel of experts and then answer questions from the rest of the class. Topics include the four gateway drugs, problems caused by drugs, and health issues.

12. ACTIVITY: ARGUMENTATION**GRADE LEVEL:** Orientation Grades 9--12

Skill Grades 7--10 (depending on sources)

TIME FRAME: 4--5 class periods**SUBJECT AREA:** English, Social Studies

SUMMARY: Students gather information to support a controversial anti-drug measure. Several worksheets lead them through the steps of organizing their evidence into an argument to be presented to their peers. Topics include treatment vs. jail for pregnant addicts, defacing drug billboards, drug testing for pilots and athletes, further restrictions on tobacco sales, and jail terms for drunk driving.

13. ACTIVITY: LIFE SPAN AND SMOKING: READING A TABLE**GRADE LEVEL:** Orientation Grades 10--12

Skill Grades 6--7

TIME FRAME: 1 class period**SUBJECT AREA:** Math, Statistics**SUMMARY:** Students examine a table of statistics and answer a series of questions about life expectancy and smoking.**UNIT 3: DECISION MAKING**

Note: Two different models of decision making are presented: problem solving (CHOICE-MAKING) and evaluation.

1. ACTIVITY: YOU BE THE JUDGE: EVALUATING OPTIONS**GRADE LEVEL:** Orientation Grades K--5

Skill Grades K--1

TIME FRAME: 1 long class period plus Applications**SUBJECT AREA:** Language Arts, Personal Development**SUMMARY:** The students learn the word "considerations"--taught to them by Julius the Judge. They apply the skills they learn to determining whether or not to eat something. (Hint: Could be used in a strand with the activity--FOOD VERSUS DRUGS)**2. ACTIVITY: ELEMENTARY CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS****GRADE LEVEL:** Orientation Grades 1--6

Skill Grades K--2 (without worksheet)

Grades 3--4 (with worksheet)

TIME FRAME: 2 class periods**SUBJECT AREA:** Personal Development, Language Arts.**SUMMARY:** Students are introduced to a five step process in solving a problem and given some independent practice with an appropriate example for elementary age students. (Also see PRACTICE SCENARIOS below.)**3. ACTIVITY: THE DECISION TREE****GRADE LEVEL:** Orientation Grades 2--6

Skill Grades 2--3

TIME FRAME: 2 class periods plus Applications**SUBJECT AREA:** Personal Development, Logical Thinking**SUMMARY:** Students learn to use a method for making decisions that uses a tree as the frame. Students generate options and consequences. (Even though this has a lot of steps, this activity has been successfully used with LD students in 3rd to 6th grades.)

4. ACTIVITY: WHAT IF?

GRADE LEVEL: Orientation Grades 3--6
Skill Grades 1--2

TIME FRAME: 1 class period

SUBJECT AREA: Personal Development, Logical Thinking

SUMMARY: Students practice naming the consequences of a particular action, beginning with common examples and moving toward more risky and drug related examples. This activity is designed as extra (remedial) help with decision making and may accompany THE DECISION TREE (either before or after).

5. ACTIVITY: INTERMEDIATE CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS

GRADE LEVEL: Orientation Grades 3--7
Skill Grades 3--4 (with worksheet)
Grades 1--2 (without worksheet)

TIME FRAME: 2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students are introduced to a five step process in solving a problem and given some independent practice with an appropriate example for older elementary students. (Also see PRACTICE SCENARIOS below.)

6. ACTIVITY: TIME FOR DECISIONS

GRADE LEVEL: Orientation Grades 4--12
Skill Grades 2--3

TIME FRAME: 1 class period

SUBJECT AREA: Personal Development, Reading Skills

SUMMARY: This activity provides a remedial step to students who are unable to identify times when decision making is appropriate. Either evaluation or problem solving may be used with this activity

7. ACTIVITY: ADOLESCENT CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 3--5

TIME FRAME: 2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students are introduced to a five step process in solving a problem and given some independent practice with an appropriate example for adolescent students. (Also see PRACTICE SCENARIOS below.)

8. ACTIVITY: EVALUATION: CONSIDERATIONS IN DECISION MAKING

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 3--4

TIME FRAME: 1--2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students learn to use criteria or considerations in evaluating a series of options. Students are led to the appropriate considerations to use in decisions involving drugs.

9. ACTIVITY: PRACTICE SCENARIOS: CHOICE-MAKING (ALL LEVELS)**GRADE LEVEL:** Orientation Grades 3--12 (see examples)

Skill Grades 2--12

TIME FRAME: 2 or more class periods**SUBJECT AREA:** Personal Development**SUMMARY:** Students practice the choice-making steps using a series of examples. Seven examples are given for each of three levels: primary, intermediate, and adolescent (junior-high--secondary). A structure is provided for small group work but variations include completing this practice with the whole group.**UNIT 4: RESISTING PRESSURE****1. ACTIVITY: FACE OFF: STANCE AND EYE CONTACT****GRADE LEVEL:** Orientation Grades 3--7

Skill Grades 2--3

TIME FRAME: 2--3 class periods**SUBJECT AREA:** Speech and Language, Personal Development**SUMMARY:** Students are involved in demonstrations and roleplays involving body language and how it communicates both pressure and acquiescence. Students are given ways to appear more assertive--to use their bodies to communicate a clear "no" message.**2. ACTIVITY: ASSERTIVENESS: YOU CAN SAY NO****GRADE LEVEL:** Orientation Grades 5--9

Skill Grades 3--4

TIME FRAME: 1 class period**SUBJECT AREA:** Personal Development**SUMMARY:** Following the video, "You Can Say No: Here's How," the students are re-introduced to the concepts in the film, including the right to say no to a dangerous activity and to change their mind. Students are asked to apply the concepts to situations in their own lives.**3. ACTIVITY: HOW TO SAY NO****GRADE LEVEL:** Orientation Grades 4--9

Skill Grades 2--3

TIME FRAME: 1 class period**SUBJECT AREA:** Personal Development, Speech**SUMMARY:** Students experience saying "no" to eating a secret substance, and then discuss how this felt. A number of refusal strategies are given, as well as an opportunity to practice these in roleplays.

4. ACTIVITY: GET THE MESSAGE: TACTICS IN PRINT ADS

GRADE LEVEL: Orientation Grades 5--9
Skill Grades 4--5

TIME FRAME: 1-2 class periods

SUBJECT AREA: Consumer Education, Personal Development, Language Arts

SUMMARY: Students study an ad for 60 seconds and then share what they remember. A worksheet is used to structure their analysis of an advertisement for tobacco and/or alcohol.

5. ACTIVITY: LETTER TO A FRIEND

GRADE LEVEL: Orientation Grades 5--10
Skill Grades 5--6

TIME FRAME: 2--3 class periods

SUBJECT AREA: Language Arts

SUMMARY: This activity has three distinct parts: #1. Students write a letter to a friend trying to convince that person to smoke; #2. Each student receives one of these letters and writes a reply stating why they will not smoke; #3. The students examine both letters and discuss peer pressure.

6. ACTIVITY: WHY KIDS USE AND WHY THEY DON'T

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

TIME FRAME: 2 class periods

SUBJECT AREA: Reading, Language Arts

SUMMARY: Students read a short play about students, some who use drugs and some who have chosen not to. Afterward they generate a list of why kids their age use and don't use drugs. Students examine their own reasons and write an essay to answer the questions: what puts me at risk and what keeps me healthy.

7. ACTIVITY: WHY GIRLS SMOKE

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

TIME FRAME: 2 class periods plus follow-up

SUBJECT AREA: Health, Personal Development, Consumer Education

SUMMARY: Designed for a group of girls, this activity addresses two reasons girls may smoke: to appear more independent and to lose weight. The girls examine a print ad for smoking and consider their own goals in relation to this message. They hear a scenario about a girl with a weight problem and apply scientific facts about females, weight, and smoking.

8. ACTIVITY: WHY BOYS SMOKE**GRADE LEVEL:** Orientation Grades 7--12

Skill Grades 5--6

TIME FRAME: 2 class periods plus follow-up**SUBJECT AREA:** Health, Personal Development, Consumer Education**SUMMARY:** Designed for a group of boys, this activity addresses to reasons boys may smoke: to appear more macho and to cover social awkwardness. The boys examine a print ad for smoking and consider their own desired image in relation to it. The boys examine their feelings about their own social skills and practice interacting with girls through a structured assignment.**9. ACTIVITY: ADVERTISING TACTICS: IMPROVING A PRINT AD****GRADE LEVEL:** Orientation Grades 8--12

Skill Grades 5--6

TIME FRAME: 2 class periods or more**SUBJECT AREA:** Consumer Education, Personal Development, Language Arts**SUMMARY:** Students choose and analyze ads for alcohol and cigarettes. The activity teaches them a series of tactics to look for and provides an opportunity to revise an advertisement.**UNIT 5: NURTURING RELATIONSHIPS****1. ACTIVITY: MAPPING MY CONNECTIONS****GRADE LEVEL:** Orientation Grades K--4

Skill Grades K--1

TIME FRAME: 3 class periods**SUBJECT AREA:** Personal Development**SUMMARY:** Students make maps of the people in their lives, including 1) people who love them, 2) people who think good things about them, and 3) people they see nearly everyday. These are then arranged according to closeness to the students who are each at the center of their maps. Follow-up includes a display or the presentation of student-made plaques.**2. ACTIVITY: GETTING POSITIVE ATTENTION****GRADE LEVEL:** Orientation Grades 2--4

Skill Grades 1--2

TIME FRAME: 3 class periods**SUBJECT AREA:** Personal Development, Language Arts**SUMMARY:** Many attention hungry students have limited skills in getting any but the most negative attention. Students participate in a game to examine ways to get positive attention. Students brainstorm ways to seek positive attention from both teachers and parents and practice these strategies

3. ACTIVITY: WHERE I HALE FROM**GRADE LEVEL:** Orientation Grades 4--8

Skill Grades 3--5 (see variations)

TIME FRAME: 2 to 3 class periods**SUBJECT AREA:** Language Arts**SUMMARY:** Students identify their ancestors and imagine or recall experiences these persons may have had as well as the positive characteristics they possessed. The students may draw pictures or write stories which later are shared with the rest of the group. Several spin-offs involve parents.**4. ACTIVITY: FAN LETTER TO AN ADULT****GRADE LEVEL:** Orientation Grades 5--9

Skill Grades 4--5

TIME FRAME: 2 class periods**SUBJECT AREA:** Language Arts**SUMMARY:** Students identify an adult whom they admire and list characteristics of this person as well as situations in which this person is valuable to them. They then write and send a letter to this adult.**5. ACTIVITY: SHARING PERSONAL INFORMATION****GRADE LEVEL:** Orientation Grades 6--12

Skill Grades 4--5

TIME FRAME: 1 class period**SUBJECT AREA:** Personal Development**SUMMARY:** The students select persons in their lives with whom they would share particular information. Students discuss the advantages and pitfalls in sharing private and emotional information. Spin-offs include journal writing and peer counseling for selected students.**6. ACTIVITY: ESSAY: A SIGNIFICANT PERSON****GRADE LEVEL:** Orientation Grades 7--12

Skill Grades 6--7

TIME FRAME: 2--3 class periods**SUBJECT AREA:** Language Arts**SUMMARY:** The students draw a map of the people in their lives and select someone who is a significant person about whom to write. Using a worksheet they describe this person and how this person has influenced them. Essays are then written from this outline and shared with the group.**7. ACTIVITY: ENABLING AND EMPOWERING****GRADE LEVEL:** Orientation Grades 9--12

Skill Grades 5--6

TIME FRAME: 3 class periods**SUBJECT AREA:** Personal Development**SUMMARY:** Students learn to differentiate enabling from empowering and apply this information to a number of situations through both worksheets and roleplaying. They also examine the limitations of their own power to change the behavior of another person.

8. ACTIVITY: CHILDREN OF ALCOHOLICS: CROSS AGE FILM PRESENTATION**GRADE LEVEL:** Orientation Grades 9--12

Skill Grades 6--7

TIME FRAME: 2 or 3 class periods**SUBJECT AREA:** Language Arts, Leadership Skills**SUMMARY:** Students watch a cartoon, "Twee, Fiddle and Huff" about living in an alcoholic family and plan how to present this film to younger children. The cartoon, while cute, involves a sophisticated (but accessible) metaphor that the older students will need to introduce to the younger ones.**UNIT 6: HEALTHY ALTERNATIVES****1. ACTIVITY: JOINING A NEW GROUP****GRADE LEVEL:** Orientation Grades K--5 (and older isolates)

Skill Grades K--1

TIME FRAME: 1--3 class periods (including individual intervention)**SUBJECT AREA:** Personal Development**SUMMARY:** Students learn and practice some basic skills in joining an established social group.**2. ACTIVITY: WHAT'S YOUR HOBBY****GRADE LEVEL:** Orientation Part 1: Grades 1--6

Part 2: Grades 4--8

Skill Part 1: Grades 1--2

Part 2: Grades 4--5

TIME FRAME: 1--2 class periods**SUBJECT AREA:** Personal Development**SUMMARY:** In the first part, students learn about hobbies and brainstorm possibilities through a classroom discussion and a game. In the second part, students choose one or more hobbies to explore both through reading and talking to older peers.**3. ACTIVITY: MAKING CONVERSATION****GRADE LEVEL:** Orientation Grades 4--12 (with need)

Skill Grades 3--4

TIME FRAME: 2 class periods**SUBJECT AREA:** Speech, Personal Development**SUMMARY:** Students learn a few strategies for engaging in conversation with peers, including asking questions, showing interest, and follow-up. Students practice these skills with a partner while a third student observes.**4. ACTIVITY: ALTERNATIVES AD CAMPAIGN****GRADE LEVEL:** Orientation Grades 7--12

Skill Grades 5--6

TIME FRAME: 2 class periods**SUBJECT AREA:** Personal Development, Language Arts**SUMMARY:** Based on what they know about advertising tactics, students design an advertisement for a healthy alternative to drinking. Hint: Could be used either with activities below on alternatives or with advertising unit.

5. ACTIVITY: ALTERNATIVES GAME**GRADE LEVEL:** Orientation Grades 7--12

Skill Grades 5--6

TIME FRAME: 3 class periods**SUBJECT AREA:** Personal Development

SUMMARY: Students work in small groups to brainstorm things to do that are safe, healthy and fun. The teacher provides categories (e.g. Things to do for under \$10.00), and the groups switch categories after two minutes. The responses are evaluated according to a set of criteria. An optional 3rd step is for students to formulate a simple plan for at least one alternative activity.

6. ACTIVITY: EXPANDING THE MENU: SOMETHING NEW**GRADE LEVEL:** Orientation Grades 9--12

Skill Grades 5--6

TIME FRAME: 2 class periods**SUBJECT AREA:** Personal Development

SUMMARY: Students research new things to do in their own communities. They practice using the phone directory, telephone, school year book, etc. to expand what they know about leisure activities.

PRISE CURRICULUM NEEDS ASSESSMENT INTRODUCTION

The PRISE curriculum is not meant to be followed from beginning to end nor to stand alone. Given the range of special education students, a single curriculum cannot hope to meet every student's needs. Moreover, many other curricula exist which address some of the same goals and objectives as this one. In order to help you select activities from this curriculum, as well as to locate sound prevention activities from other curricula, we have included this needs assessment section.

Our goal is to make your life easier. Please view the questionnaires and lists in this section as tools you can choose to use or ignore. It's completely up to you to determine which, if any, of these materials to use.

This section includes the following:

1. **Two needs assessments questionnaires**, one intended for teachers of elementary students and one intended for teachers of junior high and high school. (By teachers, we mean everyone who teaches students including psychologists, social workers, aides, etc.)
2. **A list of strands**, breaking down the PRISE activities into units.
3. **Two subject matter and skill lists**, one geared toward elementary classrooms and the other toward junior high and high school.

1. THE NEEDS ASSESSMENT QUESTIONNAIRES

If you decide to fill out one of the questionnaires, please make a copy of it first. That way when your students change, you'll still have your original.

Each of the needs assessment questionnaires is divided into the following sections:

- A) STUDENT AFFECTIVE NEEDS
- B) STUDENT COGNITIVE NEEDS
- C) LEARNING ISSUES AND PREFERENCES
- D) CURRICULAR AREAS
- E) TEACHER NEEDS.

Select the Needs Assessment that fits your students: **THE ELEMENTARY VERSION** or the **JUNIOR HIGH-SECONDARY VERSION**. *You need not fill out the whole questionnaire.* If certain parts of the questionnaire don't appear relevant, skip them.

Based on your (completed or partially completed) needs assessment questionnaire, we will provide you with both a list of PRISE activities and a list of other resources (recommended activities, curricula, videos, and other materials) which we feel would meet your needs right now. This service is intended to save you time and to help you meet the needs you have identified.

2. THE STRANDS

The PRISE Curriculum is organized around six objectives corresponding to the six units. In addition some objectives or topics may be addressed by activities in several units. For instance, *developing a realistic self-concept* may be impacted by activities in the units on Resiliency, Resisting Pressure, and Nurturing Relationships. *Understanding the effects of nicotine* may be addressed by activities in both the Information and Resisting Pressure units.

Often the PRISE activities fit together--lead from one to another--in a way that suggests larger units. The STRANDS are intended to help teachers put the PRISE activities together in a variety of ways, depending on their current objectives.

3. SUBJECT MATTER AND SKILL LISTS

Prevention activities will work best if integrated into the rest of the classroom and school curriculum. Many of the PRISE activities are intended not only to promote healthy behavior but to extend students' academic skills. The SUBJECT MATTER AND SKILL LISTS point out which activities would fit with particular curricular areas such as Science, Social Studies, and Language Arts.

4. INTERVIEW

If you prefer to simply tell us (either over the phone or in person) the kind of prevention materials you are seeking, we will be happy to search our shelves to try and meet your needs. Please feel free to call Tsivia Cohen at Miner School: 708-255-6350. (Our grant is funded at least through March 1994.)

PRISE NEEDS ASSESSMENT
Elementary Version

INSTRUCTIONS: The following questionnaire is designed to help us tailor both the PRISE Curriculum and other resources in prevention education to your needs. For staff within NSSEO, we will analyze the following information and send you a list of activities and materials which may work best with your students. Feel free to photocopy this questionnaire and distribute it to others in your building who will be involved in using The PRISE Curriculum.

To save time you need not fill out the entire questionnaire. If you see a topic (**in bold**) about which you are seeking materials and activities, please indicate your interest with an X. Choose those sections which seem most useful, and skip any items that don't apply to you or your situation.

Return the questionnaire to

Tsivia Cohen
CSEDI Project
Miner School
1101 East Miner
Arlington Heights, IL 60004

Teacher's Name:

Building:

Room Number:

Assigned Grade Level:

Handicapping conditions represented:

Age range:

Range of reading levels:

Range of math skills:

Curricula (if any) that you are using which cover any of the following topics: Self Esteem or Self-Concept, Drug including Alcohol Prevention, Social Skills, Leisure Education. (For example: *D.A.R.E.*, *Here's Looking at You 2000*, *Project Oz*, *Health Skills for Life*, etc.

A. STUDENT AFFECTIVE NEEDS

___ SELF-CONCEPT

A significant number of my students...

1. ___ brag about imagined accomplishments.
2. ___ put themselves down.
3. ___ have an unrealistic self-concept (high or low).
4. ___ are afraid to try new things.
5. ___ have bad feelings about their own body.

___ PERSONAL RESPONSIBILITY

A significant number of my students...

6. ___ blame everyone else for their problems.
7. ___ don't take responsibility for their school work.
8. ___ see little if any connection between what they do and what happens to them.
9. ___ do not consider the consequences of their actions.
10. ___ don't take responsibility for their own physical health (grooming, eating, etc.).

___ BONDS WITH ADULTS

A significant number of my students...

11. ___ don't form bonds with adults at school, scouts, job, etc.
12. ___ don't have important relationships with adults in their family (including extended family).
13. ___ are unaware of their own family's assets and/or history.
14. ___ do not share their lives or problems with adults.
15. ___ often do not have a parent or guardian at important school functions.

___ POSITIVE PEER RELATIONSHIPS

A significant number of my students...

- 16. ___ do not interact much with their peers.
- 17. ___ tend to interact in mostly negative ways with their peers.
- 18. ___ tend to alienate their peers.
- 19. ___ do not have conversational skills.

___ ASSERTIVENESS

A significant number of my students...

- 20. ___ would do just about anything to impress their peers.
- 21. ___ are pushed around by their peers.
- 22. ___ have trouble standing up for themselves in general.
- 23. ___ get angry and/or aggressive when faced with conflict.
- 24. ___ don't protect themselves when faced with a dangerous or hurtful situation.

___ ENABLING AND EMPOWERING

A significant number of my students...

- 25. ___ hang out with peers or older kids who tend to get in trouble.
- 26. ___ will cover up or lie for their friends
- 27. ___ feel responsible for their parents' lives and problems.
- 28. ___ believe they can stop their parents' drinking or drug use.
- 29. ___ try to take care of their parent(s) during crises.

___ POSITIVE INVOLVEMENT

A significant number of my students...

- 29. ___ insist there's nothing to do either at home or around their home.
- 30. ___ complain of boredom on weekends.
- 31. ___ can't imagine anything fun to do besides risky or unhealthy activities.
- 32. ___ don't have much in the way of interests, hobbies, or out-of-school activities.
- 33. ___ don't belong to any teams or organizations.

B. STUDENT COGNITIVE NEEDS

___ BASIC INFORMATION

A significant number of my students

1. ___ have a limited background knowledge about health issues.
2. ___ are not sure what is safe or unsafe to ingest
3. ___ are not sure what a drug is and when it might be dangerous.
4. ___ take prescription medications for a chronic condition (including ADHD or depression).
5. ___ have a poor idea of how their body works.
6. ___ take prescription medications for a chronic condition (including depression).
7. ___ have a poor idea of how their body works.
8. ___ cannot read a label for prescription or over-the-counter medications.

___ DRUG EFFECTS

A significant number of my students...

9. ___ do not know the negative effects of tobacco.
10. ___ do not know the negative effects of alcohol.
11. ___ do not know the negative effects of marijuana.
12. ___ do not know the negative effects of cocaine.
13. ___ do not understand the potential dangers of prescription and over-the-counter medicines.

___ MYTHS

A significant number of my students...

14. ___ underestimate the dangers of drug use in general.
15. ___ believe that with practice a person can learn to drink and drive.
16. ___ believe that most junior high or high school kids their age use drugs.
17. ___ believe that most older kids approve of drug use.
18. ___ believe smoking cigarettes can help a person lose weight.
19. ___ think cigarettes makes a kid look older.

___ DECISION MAKING

A significant number of my students...

- 20. ___ tend to consider the consequences of their actions.
- 21. ___ cannot remember a four or five step decision making process, even with practice.
- 22. ___ are not able to transfer decision making skills from one situation to another.
- 23. ___ consider multiple factors before coming to a decision.
- 23. ___ often make poor or unhealthy decisions.

___ MEDIA PRESSURE

A significant number of my students...

- 24. ___ quote or sing commercials.
- 25. ___ tend to take seriously what they see on TV.
- 26. ___ wear clothing or buttons with images from nicotine or alcohol commercials, such as Old Joe Camel.

C. LEARNING ISSUES AND PREFERENCES

___ FLEXIBLE READING REQUIREMENTS.

A significant number of my students...

- 1. ___ cannot read independently.
- 2. ___ are embarrassed by their lack of reading ability.
- 3. ___ are impatient with other students' lack of reading ability
- 4. ___ will read aloud short segments of dialogue or text.
- 5. ___ read very slowly

___ FLEXIBLE WRITING REQUIREMENTS

A significant number of my students...

- 6. ___ cannot write independently.
- 7. ___ can assist others with writing information.
- 8. ___ can write only a few words
- 9. ___ write very slowly.

___ COMPETITION

A significant number of my students...

- 10. ___ enjoy games where they compete against others in the class.
- 11. ___ work harder when we keep score.
- 12. ___ enjoy being part of a team.

___ CHANNELING REBELLION

A significant number of my students...

- 13. ___ believe adults know nothing.
- 14. ___ like to buck the status quo.
- 15. ___ see themselves as rebels.
- 16. ___ are most engaged in classroom discussion when the topic is criticizing school rules or society in general.

___ HIGH STRUCTURE

A significant number of my students...

- 17. ___ learn or work better with visual cues.
- 18. ___ require extra repetition in order to remember information.
- 19. ___ do not cope well with loosely structured or highly participatory activities.
- 20. ___ are not able to contribute to an open discussion.

___ HIGH PARTICIPATION

A significant number of my students...

- 21. ___ learn best by doing or practicing.
- 22. ___ do not transfer information or skills from one setting to another.
- 23. ___ attend better if they are involved

___ PERFORMANCE*A significant number of my students...*

- 24. ___ enjoy role playing
- 25. ___ like to read parts in a script or play.
- 26. ___ enjoy performing in front of other students
- 27. ___ like to see themselves on video.
- 28. ___ could contribute to a panel discussion or debate.

___ FICTION*A significant number of my students...*

- 29. ___ enjoy hearing or reading short stories about students their own age.
- 30. ___ tell or write stories
- 31. ___ learn better from examples of specific students than from more general information.

D. CURRICULAR AREAS

Indicate the subject areas you teach:

- 1. ___ Language Arts
- 2. ___ Health
- 3. ___ Reading
- 4. ___ Personal Development
- 6. ___ Math
- 7. ___ Social Studies
- 8. ___ Science
- 9. ___ Speech and Language
- 10. ___ Art

E. ACADEMIC AND PERSONAL SKILLS

___ READING SKILLS

We're working on...

1. ___ reading or performing short plays.
2. ___ reading fictional material.
3. ___ reading expository material for meaning.

___ WRITING SKILLS

We're working on...

4. ___ writing complete sentences.
5. ___ short story writing.
6. ___ writing a composition.
7. ___ giving a speech or presentation.
8. ___ writing letters.
9. ___ punctuation
10. ___ parts of speech

___ MATH SKILLS

We're working on...

11. ___ computational skills with money
12. ___ understanding numbers on product labels
13. ___ reading tables and graphs.
14. ___ completing story problems involving addition and subtraction.
15. ___ completing story problems involving multiplication and division.
16. ___ understanding percentages.

___ PERSONAL AND SOCIAL SKILLS*We're working on...*

17. ___ ways to resolve conflicts among students.
 18. ___ conversational and interpersonal skills.
 19. ___ decision making skills.
 20. ___ personal goal setting
 21. ___ taking responsibility for one's actions
 22. ___ self-knowledge.
 23. ___ understanding one's family.
 24. ___ involvement in community and school activities.
 25. ___ other skills and issues:
-
-

F. TEACHER NEEDS**___ LIMITED PREPARATION**

1. ___ I need something with little preparation required.
2. ___ I need something with absolutely no preparation.

___ SHORT TERM ACTIVITIES

3. ___ I need something short--less than one period long.

___ LONG TERM ACTIVITIES

4. ___ I'd like to do a unit over several days.

___ QUIET ACTIVITIES

- 5. ___ I need a quiet activity that won't disturb other students.
- 6. ___ I need activities in which students work at their desks.
- 7. ___ My students work better independently.

___ TEACHER KNOWLEDGE

- 8. ___ I myself would like to learn more about the effects of alcohol and other drugs.
- 9. ___ I have particular topics about alcohol and other drugs that I would like to read more about, including:

- 10. ___ I'd like to learn more about the current research in prevention. List any topics or questions of particular interest:

- 11. ___ I'd like to learn group facilitation skills to use as part of my teaching.
- 12. ___ I'd like to learn more counseling techniques to use with my students.

We'd be happy to talk to you about other concerns you may have or materials you are looking for. Call us to set up a time (708-255-6350) to talk. Or list your issues below.

PRISE NEEDS ASSESSMENT
Junior High/Secondary Version

INSTRUCTIONS: The following questionnaire is designed to help us tailor both the PRISE Curriculum and other resources in prevention education to your needs. For staff within NSSEO, we will analyze the following information and send you a list of activities and materials which may work best with your students. Feel free to photocopy this questionnaire and distribute it to others in your building who will be involved in using the PRISE Curriculum.

To save time you need not fill out the entire questionnaire. Choose those sections which seem most useful, and skip any items that don't apply to you or your situation. If you see a topic (**in bold**) about which you are seeking materials and activities, please indicate your interest with an X.

Return the questionnaire to

Tsivia Cohen
CSEDI Project
Miner School
1101 East Miner
Arlington Heights, IL 60004

Teacher's Name:

Building:

Room Number:

Assigned Grade Level:

Handicapping conditions represented:

Age range:

Range of reading levels:

Range of math skills:

Curricula (if any) that you are using which cover any of the following topics: Self Esteem or Self-Concept, Drug including Alcohol Prevention, Social Skills, Leisure Education. (For example: *D.A.R.E.*, *Here's Looking at You 2000*, *Project Oz*, *Health Skills for Life*, etc.

A. STUDENT AFFECTIVE NEEDS

___ SELF-CONCEPT

A significant number of my students...

1. ___ brag about imagined accomplishments.
2. ___ put themselves down.
3. ___ have an unrealistic self-concept (high or low).
4. ___ are not self-reflective.
5. ___ depend on other people to tell them who they are.

___ PERSONAL RESPONSIBILITY

A significant number of my students...

6. ___ see themselves as powerless.
7. ___ blame everyone else for their problems.
8. ___ don't take responsibility for their school work.
9. ___ see little if any connection between the present and the future.
10. ___ do not consider the consequences of their actions.
11. ___ do not work toward self-determined goals.
12. ___ don't take responsibility for their own physical health (eating, sleeping, exercise...)

___ BONDS WITH ADULTS

A significant number of my students...

13. ___ don't form bonds with adults at school, scouts, job, etc.
14. ___ don't have important relationships with adults in their family (including extended family).
15. ___ are unaware of their own family's assets and/or history.
16. ___ see other young people as their primary models.
17. ___ do not share their lives or problems with adults.
18. ___ often do not have a parent or guardian at important school functions.

___ POSITIVE PEER RELATIONSHIPS*A significant number of my students...*

- 19. ___ do not interact much with their peers.
- 20. ___ tend to interact in mostly negative ways with their peers.
- 21. ___ rarely share what is happening in their lives with peers.
- 22. ___ tend to alienate their peers.
- 23. ___ do not have conversational skills.

___ ASSERTIVENESS*A significant number of my students...*

- 24. ___ would do just about anything to impress their peers.
- 25. ___ are not assertive in relation to peers.
- 26. ___ have trouble standing up for themselves in general.
- 27. ___ get angry and/or aggressive when faced with conflict.

___ ENABLING AND EMPOWERING*A significant number of my students...*

- 28. ___ become too involved with their peers' problems.
- 29. ___ hang out with peers who are involved with drugs.
- 30. ___ will cover up or lie for their friends
- 31. ___ feel responsible for their parents' lives or problems.
- 32. ___ believe they can stop their parents' drinking or drug use.
- 33. ___ take care of their parent(s) during crises.

___ POSITIVE INVOLVEMENT*A significant number of my students...*

- 34. ___ insist there's nothing to do in the northwest suburbs
- 35. ___ complain of boredom on weekends.
- 36. ___ can't imagine anything fun to do besides risky or unhealthy activities.
- 37. ___ don't have much in the way of interests, hobbies, or out-of-school activities.
- 38. ___ don't belong to any teams or organizations.

B. STUDENT COGNITIVE NEEDS**___ BASIC INFORMATION***A significant number of my students*

1. ___ have a limited background knowledge about health issues.
2. ___ are not sure what is safe or unsafe to ingest
3. ___ take prescription medications for a chronic condition (including depression).
4. ___ have a poor idea of how their body works.
5. ___ cannot read a label for prescription or over-the-counter medications.

___ DRUG EFFECTS*A significant number of my students...*

6. ___ do not know the negative effects of tobacco.
7. ___ do not know the negative effects of alcohol.
8. ___ do not know the negative effects of marijuana.
9. ___ do not know the negative effects of cocaine.
10. ___ could not make a healthy judgement about an over-the-counter medicine.

___ MYTHS*A significant number of my students...*

11. ___ underestimate the dangers of drug use in general.
12. ___ believe that with practice you can learn to drink and drive
13. ___ believe that most kids their age use drugs.
14. ___ believe that most kids their age approve of drug use.
15. ___ believe smoking cigarettes can help them lose weight.
16. ___ think cigarettes makes a kid look cool.

___ DECISION MAKING*A significant number of my students...*

17. ___ do not consider the consequences of their actions.
18. ___ cannot remember a four or five step decision making process, even with practice.
19. ___ are not able to transfer decision making skills from one situation to another.
20. ___ don't consider multiple factors before coming to a decision.
21. ___ don't see how their use of drug(s) would affect anyone else.
23. ___ often make poor or unhealthy decisions.

___ MEDIA PRESSURE*A significant number of my students...*

22. ___ quote commercials.
23. ___ tend to take seriously what they see on TV.
24. ___ wear clothing or buttons with images from nicotine or alcohol commercials, such as Old Joe Camel.
25. ___ seem unaware that commercials are designed to sell something.

C. LEARNING ISSUES AND PREFERENCES**___ FLEXIBLE READING REQUIREMENTS.***A significant number of my students...*

1. ___ cannot read independently.
2. ___ are embarrassed by their lack of reading ability.
3. ___ are impatient with other students lack of reading ability
4. ___ will read aloud short segments of dialogue or text.
5. ___ read very slowly

___ FLEXIBLE WRITING REQUIREMENTS

A significant number of my students...

- 6. ___ cannot write independently.
- 7. ___ can assist others with writing information.
- 8. ___ can write only a few words
- 9. ___ write very slowly.

___ COMPETITION

A significant number of my students...

- 10. ___ enjoy games where they compete against others in the class.
- 11. ___ work harder when we keep score.
- 12. ___ enjoy being part of a team.

___ CHANNELING REBELLION

A significant number of my students...

- 13. ___ believe adults know nothing
- 14. ___ like to buck the status quo.
- 15. ___ are attracted to alternate cultures and fringe groups
- 16. ___ see themselves as rebels.
- 17. ___ are most engaged in classroom discussion when the topic is criticizing school rules or society in general.

___ HIGH STRUCTURE

A significant number of my students...

- 18. ___ learn or work better with visual cues.
- 19. ___ require extra repetition in order to remember information.
- 20. ___ do not cope well with loosely structured or highly participatory activities.
- 21. ___ are not able to contribute to an open discussion.

___ HIGH PARTICIPATION*A significant number of my students...*

- 22. ___ learn best by doing or practicing.
- 23. ___ do not transfer information or skills from one setting to another.
- 24. ___ attend better if they are involved.

___ PERFORMANCE*A significant number of my students...*

- 25. ___ enjoy roleplaying
- 26. ___ like to read parts in a script or play.
- 27. ___ enjoy performing in front of other students
- 28. ___ like to see themselves on video.
- 29. ___ could contribute to a panel discussion or debate.

___ FICTION*A significant number of my students...*

- 30. ___ enjoy hearing or reading short stories about students their own age.
- 31. ___ are interested in case studies
- 32. ___ tell or write stories
- 33. ___ learn better from examples of specific students than from statistics.

D. CURRICULAR AREAS

Indicate the subject areas you teach:

- | | |
|--|-----------------------|
| 1. ___ Language Arts | 8. ___ Science |
| 2. ___ Health | 9. ___ Speech |
| 3. ___ Reading | 10. ___ Art |
| 4. ___ Personal Development | 11. ___ Consumer Ed |
| 5. ___ Leadership | 12. ___ Vocational Ed |
| 6. ___ Math | |
| 7. ___ Social Studies, including history | |

E. ACADEMIC AND PERSONAL SKILLS

Indicate the skills you are working on in your classroom:

___ READING SKILLS

We're working on...

1. ___ reading or performing short plays.
2. ___ reading fictional material.
3. ___ reading expository material for meaning.

___ WRITING SKILLS

We're working on...

4. ___ writing complete sentences.
5. ___ short story writing.
6. ___ writing a theme or essay.
7. ___ giving a speech or presentation.
8. ___ writing letters.
9. ___ developing and writing a short research paper.
10. ___ developing an argument for a point of view.

___ MATH SKILLS

We're working on...

11. ___ computational skills with money
12. ___ understanding descriptive statistics.
13. ___ understanding the concept of probability.
14. ___ planning a personal budget.
15. ___ reading tables and graphs.
16. ___ completing story problems involving addition and subtraction.
17. ___ completing story problems involving multiplication and division.
18. ___ understanding percentages.

___ PERSONAL AND SOCIAL SKILLS

We're working on...

19. ___ ways to resolve conflict among students.
 20. ___ conversational and interpersonal skills.
 21. ___ decision making skills.
 22. ___ personal goal setting.
 23. ___ taking responsibility for their actions.
 24. ___ self-knowledge.
 25. ___ understanding one's family.
 26. ___ involvement in community and school activities.
 27. ___ other skills and issues:
-
-

F. TEACHER NEEDS

___ LIMITED PREPARATION

1. ___ I need something with little preparation required.
2. ___ I need something with absolutely no preparation.

___ SHORT TERM ACTIVITIES

3. ___ I need something short--less than one period long.

___ LONG TERM ACTIVITIES

4. ___ I'd like to do a unit over several days.

___ QUIET ACTIVITIES

- 5. ___ I need a quiet activity that won't disturb other students.
- 6. ___ I need activities in which students work at their desks.
- 7. ___ My students work better independently.

___ TEACHER KNOWLEDGE

- 8. ___ I myself would like to learn more about the effects of alcohol and other drugs.
- 9. ___ I have particular topics about alcohol and other drugs that I would like to read more about, including:

- 10. ___ I'd like to learn more about the current research in prevention. List any topics or questions of particular interest:

- 11. ___ I'd like to learn group facilitation skills to use as part of my teaching.
- 12. ___ I'd like to learn more counseling techniques to use with my students.

We'd be happy to talk to you about other concerns you may have or materials you are looking for. Call us to set up a time (708-255-6350) to talk. Or list your issues below.

PRISE CURRICULUM STRANDS

I. RESILIENCY

A. THE INDIVIDUAL

1. SELF-ESTEEM: FEELING GOOD ABOUT YOURSELF

SELF-TALK: WHAT TO SAY TO YOURSELF (K--4) Resiliency, p.1

MAPPING MY CONNECTIONS (K--4) Nurturing Relationships, p.1

GIVING COMPLIMENTS (K--12) Resiliency, p.4

GETTING POSITIVE ATTENTION (2--4) Nurturing Relationships, p.4

PERSONAL TREASURE HUNT (3--12) Resiliency, p.7

WHERE I HALE FROM (4--8) Nurturing Relationships, p.8

2. REALISTIC SELF-CONCEPT: KNOWING YOURSELF

PERSONAL TREASURE HUNT (3--12) Resiliency, p.7

KEEPING A JOURNAL (5--12) Resiliency, p.9

WHAT I'M LIKE: SELF-MEASURE (6--12) Resiliency, p.12

*WHY KIDS USE AND WHY THEY DON'T (7--12) Resisting Pressure, p.13

*WHY GIRLS SMOKE (7--12) Resisting Pressure, p.16

*WHY BOYS SMOKE (7--12) Resisting Pressure, p.20

WHO'S IN CHARGE: TAKING RESPONSIBILITY (8--12) Resiliency, p.21

*ENABLING AND EMPOWERING (9--12) Nurturing Relationships, p.18

SELF ASSESSMENT: CREATING MY OWN SELF MEASURE (10--12) Resiliency, p.27

3. PRO-ACTIVE BEHAVIORAL SKILLS

SELF TALK: WHAT TO SAY TO YOURSELF (K--4) Resiliency, p.1

*WHAT'S YOUR HOBBY (1--6; 4--8) Alternatives, p.4

GETTING POSITIVE ATTENTION (2--4) Nurturing Relationships, p.4

*THE DECISION TREE (3--6) Decision Making, p.8

KEEPING A JOURNAL (5--12) Resiliency, p.9

WHAT I'M LIKE: SELF MEASURE (6--12) Resiliency, p.12

SETTING AND ACHIEVING GOALS (6--12) Resiliency, p.14

*ALTERNATIVES GAME (7--12) Alternatives, p.14

*WHY KIDS USE AND WHY THEY DON'T (7--12) Resisting Pressure, p.13

*SIGNS OF USE; SIGNS OF HEALTH (8--12) Information, p.24

WHO'S IN CHARGE: TAKING RESPONSIBILITY (8--12) Resiliency, p.21

*EXPANDING THE MENU: SOMETHING NEW (9--12) Alternatives, p.17

RESUME OF MY FUTURE (10--12) Resiliency, p.24

CREATING MY OWN SELF MEASURE (10--12) Resiliency, p.27

** This activity is broader than the above topic, but it does contain important information (and experiences) related to it.*

B. RELATIONSHIPS WITH ADULTS**1. IMPORTANT ADULT CONNECTIONS: FRIENDS AND FAMILY**

- MAPPING MY CONNECTIONS (K--4) Nurturing Relationships, p.1
- * MEDICINES AND OTHER DRUGS (1--6) Information, p.6
- GETTING POSITIVE ATTENTION (2--4) Nurturing Relationships, p.4
- * WHAT'S YOUR HOBBY (4--8) Alternatives, p.4
- WHERE I HALE FROM (4--8) Nurturing Relationships, p.8
- FAN LETTER TO AN ADULT (5--9) Nurturing Relationships, p.11
- * KEEPING A JOURNAL (5--12) (5--12) Resiliency, p.9
- * SHARING PERSONAL INFORMATION (6--12) Nurturing Relationships, p.13
- ESSAY A SIGNIFICANT PERSON (7--12) Nurturing Relationships, p.15
- * HURTFUL AND HELPFUL INFORMATION (8--12) Resiliency, p.19
- * ENABLING AND EMPOWERING Nurturing Relationships, p.18
- * COA: CROSS AGE PRESENTATION (9--12) Nurturing Relationships, p.22
- * RESUME OF MY FUTURE (10--12) Resiliency, p.24

2. LIVING IN A DRUG INVOLVED FAMILY

- * HURTFUL AND HELPFUL BEHAVIORS (8--12) Resiliency - p.19
- * SIGNS OF USE; SIGNS OF HEALTH (8--12) Information - p.24
- ENABLING AND EMPOWERING (9--12) Nurturing Relationships - p.18
- COA: CROSS AGE PRESENTATION (9--12)(2--8) Nurturing Relationships - p.22

II. INFORMED DECISION MAKING**A. BACKGROUND KNOWLEDGE****1. EFFECTS OF DRUGS** *(Also see individual drugs below)***All Drugs**

- DRUGS VERSUS FOOD (K--2) Information, p.1
- BINKY'S BODY (K--6) Information, p.4
- MEDICINES AND OTHER DRUGS (1--6) Information, p.6
- READING THE LABEL (7--10) Information, p.18

Gateway Drugs: Nicotine, Marijuana, Alcohol, Cocaine

- EFFECTS OF DRUGS: DRUG DETECTIVE STORIES (7--10) Information, p.22
- CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING (6--9) Information, p.15
- WHY KIDS USE AND WHY THEY DON'T (7--12) Resisting Pressure, p.13
- SIGNS OF USE; SIGNS OF HEALTH (8--12) Information, p.24
- HURTFUL AND HELPFUL BEHAVIORS (8--12) Resiliency, p.19
- TRIAL BY ORGANS: CROSS AGE THEATER (9--12) Information, p.28
- RESEARCH: THE EFFECTS OF DRUGS (9--12) Information, p.39
- ARGUMENTATION: EVIDENCE FOR A HEALTHIER WAY (10--12) Information, p.47

2. THE EFFECTS OF NICOTINE

- *SMOKING MACHINE (2--8) Information, p.9
- TAR IN THE LUNGS (4--8) Information, p.12
- LETTER TO A FRIEND (5--10) Resisting Pressure, p.10
- *WHY KIDS USE AND WHY THEY DON'T (7--12) Resisting Pressure, p.13
- WHY GIRLS SMOKE (7--12) Resisting Pressure, p.16
- WHY BOYS SMOKE (7--12) Resisting Pressure, p.20
- *SIGNS OF USE; SIGNS OF HEALTH (8--12) Information, p.24
- *TRIAL BY ORGANS: CROSS AGE THEATER (9--12) Information, p.28
- *RESEARCH: THE EFFECTS OF DRUGS (9--12) Information, p.39
- LIFE SPAN AND SMOKING (10--12) Information, p.48

3. THE EFFECTS OF ALCOHOL

- *THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES (7--10) Information, p.22
- *SIGNS OF USE; SIGNS OF HEALTH (8--12) Information, p.24
- *HURTFUL AND HELPFUL BEHAVIORS (8--12) Resiliency, p.19
- *RESEARCH: THE EFFECTS OF DRUGS (9--12) Information, p.39
- COA: CROSS AGE PRESENTATION (9--12) (2--8) Nurturing Relationships, p.22
- ENABLING AND EMPOWERING (9--12) Nurturing Relationships, p.18

B. PROBLEM SOLVING AND DECISION MAKING

(All activities, unless noted, are in the decision making unit.)

1. SLOWER PACED PROBLEM SOLVING SEQUENCE

One of the following:

- ELEMENTARY CHOICE MAKING (K--6), p.5
- INTERMEDIATE CHOICE MAKING (3--7), p.16
- ADOLESCENT CHOICE MAKING (6--12), p.22

and one or more of the following:

- TIME FOR DECISIONS (4--10), p.19
- WHAT IF? (3--6), p.13

and

- PRACTICE SCENARIOS (three levels 3--12), p.28

and one of the following:

- FACE OFF: STANCE AND EYE CONTACT (3--7) Resisting Pressure, p.1
- HOW TO SAY NO (4--9) Resisting Pressure, p.5

2. QUICKER PACED PROBLEM SOLVING SEQUENCE

Activities from the INFORMATION unit followed by one of these three:

- ELEMENTARY CHOICE MAKING (K--6), p.5
- INTERMEDIATE CHOICE MAKING (3--7), p.16
- ADOLESCENT CHOICE MAKING (6--12), p.22

and

PRACTICE SCENARIOS (three levels 3--12), p.28

followed by activities from RESISTING PRESSURE

3. PROBLEM SOLVING SEQUENCE WITH ADDITIONAL SCAFFOLD

- ELEMENTARY (K--6), p.5 or INTERMEDIATE (3--7), p.16 CHOICE MAKING
- THE DECISION TREE (2--6), p.8
- WHAT IF? (3--6), p.13
- PRACTICE SCENARIOS (three levels 3--12), p.28

4. DECISION MAKING USING EVALUATION TECHNIQUES

One of the following:

- YOU BE THE JUDGE (K--5), p.1
- EVALUATION: CONSIDERATIONS IN DECISION MAKING (6--12), p.25

and any of the following:

- DRUG OR FOOD (K--2) Information, p.1
- TIME FOR DECISIONS (4--10), p.19
- SIGNS OF USE; SIGNS OF HEALTH (8--12) Information, p.24
- EFFECTS OF DRUGS: DRUG DETECTIVE STORIES (7--10) Information, p.22

along with one of the following:

- FACE OFF: STANCE AND EYE CONTACT (3--7) Resisting Pressure, p.1
- HOW TO SAY NO (4--9) Resisting Pressure, p.5

C. RESPONDING TO PRESSURE

1. EXAMINING ADVERTISING

- GET THE MESSAGE: TACTICS IN PRINT ADS (5--9) Resisting Pressure, p.8
- *WHY BOYS SMOKE (7--12) Resisting Pressure, p.20
- *WHY GIRLS SMOKE (7--12) Resisting Pressure, p.16
- ALTERNATIVES AD CAMPAIGN (7--12) Alternatives, p.11
- ADVERTISING TACTICS (8--12) Resisting Pressure, p.24
- ARGUMENTATION: EVIDENCE FOR A HEALTHIER WAY (10--12) Information, p.43

2. RESISTANCE TO PEER PRESSURE

FACE OFF: STANCE AND EYE CONTACT (3--7) Resisting Pressure, p.1
 ASSERTIVENESS: YOU CAN SAY NO (5--9) Resisting Pressure, p.3
 HOW TO SAY NO (4--9) Resisting Pressure, p.5
 *CHOICE MAKING (Activities at 3 levels) Decision Making, p.5, 16, 22
 PRACTICE SCENARIOS (3 levels) Decision Making, p.28
 TIME FOR DECISIONS (4--10) Decision Making, p.19
 LETTER TO A FRIEND (5--10) Resisting Pressure, p.10
 CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING (6--9) Information, p.15
 EVALUATION: CONSIDERATIONS IN DECISION MAKING (6--12) Decision Making, p.25
 HURTFUL AND HELPFUL BEHAVIORS (8--12) Resiliency, p.19
 ENABLING AND EMPOWERING (9--12) Nurturing Relationships, p.18

3. KIDS SPEAK OUT AGAINST DRUGS

LETTER TO A FRIEND (5--10) Resisting Pressure, p.10
 *WHY KIDS USE AND WHY THEY DON'T (7--12) Resisting Pressure, p.13
 *HURTFUL AND HELPFUL BEHAVIORS (8--12) Resiliency, p.19
 TRIAL BY ORGANS: CROSS AGE THEATER (9--12) Information, p.28
 COA: CROSS AGE PRESENTATION (9--12) Nurturing Relationships, p.22
 RESEARCH: THE EFFECTS OF DRUGS (9--12) Information, p.39
 *ENABLING AND EMPOWERING (9--12) Nurturing Relationships, p.18
 ARGUMENTATION: EVIDENCE FOR A HEALTHIER WAY (10--12) Information, p.43

4. POSITIVE PEER RELATIONSHIPS

MAPPING MY CONNECTIONS (K--4) Nurturing Relationships, p.1
 JOINING A NEW GROUP (K--5) Alternatives, p.1
 GIVING COMPLIMENTS (K--12) Resiliency, p.4
 PERSONAL TREASURE HUNT (3--12) Resiliency, p.7
 MAKING CONVERSATION (4--12) Alternatives, p.8
 SHARING PERSONAL INFORMATION (6--12) Nurturing Relationships, p.13
 WHAT I'M LIKE: SELF-MEASURE (6--12) Resiliency, p.12
 *WHY BOYS SMOKE (day 2) (6--12) Resisting Pressure, p.20
 ESSAY: A SIGNIFICANT PERSON (7--12) Nurturing Relationships, p.15
 ALTERNATIVES GAME (7--12) Alternatives, p.14
 *WHO'S IN CHARGE: TAKING RESPONSIBILITY (8--12) Resiliency, p.21
 ENABLING AND EMPOWERING (9--12) Nurturing Relationships, p.18
 *EXPANDING THE MENU: SOMETHING NEW (9--12) Alternatives, p.17

PRISE ACTIVITIES
SUBJECT MATTER AND SKILLS
Elementary Activities

LANGUAGE ARTS

Reading

UNIT 1: p7 PERSONAL TREASURE HUNT (1 class period)

Reading and Writing

UNIT 2: p4 BINKY'S BODY AND THE PURPLE PILL (2 class periods)

UNIT 3: p5 ELEMENTARY CHOICE MAKING (2 class periods)

UNIT 3: p16 INTERMEDIATE CHOICE MAKING (2 class periods)

UNIT 4: p8 GET THE MESSAGE: TACTICS IN PRINT ADS (1--2 class periods)

UNIT 6: p4 WHAT'S YOUR HOBBY (1--2 class periods)

Writing

UNIT 5: p8 WHERE I HALE FROM (2--3 class periods)

UNIT 5: p11 FAN LETTER TO AN ADULT (2 class periods)

SPEECH AND LANGUAGE

UNIT 1: p4 GIVING COMPLIMENTS (1--2 class periods)

UNIT 4: p1 FACE-OFF: STANCE AND EYE CONTACT (2--3 class periods)

UNIT 4: p5 HOW TO SAY NO (1 class period)

UNIT 6: p1 JOINING A NEW GROUP (1--3 class periods)

UNIT 6: p8 MAKING CONVERSATION (2 class periods)

PERSONAL DEVELOPMENT AND LANGUAGE ARTS

UNIT 1: p1 SELF-TALK: WHAT TO SAY TO YOURSELF (2 class periods plus maintenance)

UNIT 3: p1 YOU BE THE JUDGE (1 long period plus applications)

UNIT 3: p8 THE DECISION TREE, DECISION MAKING (2 class periods plus applications)

UNIT 3: p13 WHAT-IF, DECISION MAKING (1 class period)

UNIT 3: p19 TIMES FOR DECISIONS (1 class period)

UNIT 4: p3 ASSERTIVENESS: YOU CAN SAY NO (1 class period)

UNIT 5: p1 MAPPING MY CONNECTIONS (3 class periods)

UNIT 5: p4 GETTING POSITIVE ATTENTION (3 class periods)

UNIT 5: p13 SHARING PERSONAL INFORMATION (1 class period)

HEALTH AND SCIENCE

UNIT 2: p1 DRUG VERSUS FOOD (2 class periods)

UNIT 2: p6 MEDICINES AND OTHER DRUGS (3 class periods)

UNIT 2: p9 THE SMOKING MACHINE (1--2 class periods)

UNIT 2: p12 TAR IN YOUR LUNGS (2 class periods)

**PRISE CURRICULUM
SUBJECT MATTER AND SKILLS
Junior High and Secondary Activities**

LANGUAGE ARTS

Reading

- Unit 2: p18 READING THE LABEL (1--3 periods)
- Unit 2: p22 THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES (1--4 periods)
- Unit 2: p28 TRIAL BY ORGANS: CROSS AGE THEATER (could be longer activity)
- Unit 3: p25 EVALUATION: CONSIDERATIONS IN DECISION MAKING

Writing

- Unit 1: p9 KEEPING A JOURNAL (second worksheet) (ongoing activity)
- Unit 4: p10 LETTER TO A FRIEND (2 periods)
- Unit 4: p13 WHY KIDS USE AND WHY THEY DON'T (1--2 periods)
- Unit 5: p8 WHERE I HALE FROM (2--3 periods)
- Unit 5: p11 FAN LETTER TO AN ADULT (2 periods)
- Unit 5: p15 ESSAY: A SIGNIFICANT PERSON (2--3 periods)
- Unit 5: p18 ENABLING AND EMPOWERING (3 periods) (Also see Spin-offs 1 & 5)

Reading and Writing

- Unit 2: p39 RESEARCH THE EFFECTS OF DRUGS (3--4 periods)
- Unit 2: p43 ARGUMENTATION (4--5 periods) (higher activity)

LANGUAGE ARTS AND SOCIAL STUDIES

- Unit 2: p39 RESEARCH THE EFFECTS OF DRUGS (3--4 periods)
- Unit 2: p43 ARGUMENTATION (4--5 periods) (higher activity)
- Unit 4: p24 ADVERTISING TACTICS: IMPROVING A PRINT AD (2 periods)

PERSONAL DEVELOPMENT AND LANGUAGE ARTS

- Unit 1: p4 GIVING COMPLIMENTS (1 period)
- Unit 1: p7 PERSONAL TREASURE HUNT (second worksheet) (1 period)
- Unit 1: p12 WHAT I'M LIKE--SELF MEASURE (1--2 periods)
- Unit 1: p21 WHO'S IN CHARGE (3--4 periods)
- Unit 1: p 24 RESUME OF MY FUTURE (2 periods)
- Unit 1: p 27 SELF-ASSESSMENT: CREATING MY OWN MEASURE (4 periods)
- Unit 3: p16 INTERMEDIATE CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS (2 periods)
- Unit 3: p19 TIME FOR DECISION (1 period)
- Unit 3: p22 ADOLESCENT CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS (2 periods)
- Unit 3: p25 EVALUATION: CONSIDERATIONS IN DECISION MAKING (1--2 periods)
- Unit 3: p28 PRACTICE SCENARIOS: CHOICE-MAKING (1--2 periods)
- Unit 4: p8 GET THE MESSAGE: TACTICS IN PRINT ADS (1--2 periods)
- Unit 4: p24 ADVERTISING TACTICS: IMPROVING A PRINT AD (2 periods)
- Unit 5: p13 SHARING PERSONAL INFORMATION (1 period)
- Unit 6: p8 MAKING CONVERSATION (1--2 periods)
- Unit 6: p11 ALTERNATIVE AD CAMPAIGN (2 periods)

PERSONAL DEVELOPMENT

- Unit 1: p14 SETTING AND ACHIEVING GOALS (long activity)
- Unit 1: p19 HURTFUL & HELPFUL BEHAVIORS (goes with "Are You Talking to Me") (1 period)
- Unit 2: p6 MEDICINES AND OTHER DRUGS (2--3 periods)
- Unit 4: p3 ASSERTIVENESS: YOU CAN SAY NO (1 period)
- Unit 4: p5 HOW TO SAY NO (1 period)
- Unit 4: p13 WHY KIDS USE AND WHY THEY DON'T (2 periods)
- Unit 5: p13 SHARING PERSONAL INFORMATION (1 period)
- Unit 5: p18 ENABLING AND EMPOWERING (3 periods)
- Unit 5: p22 CHILDREN OF ALCOHOLICS (3 periods)
- Unit 6: p4 WHAT'S YOUR HOBBY
- Unit 6: p14 ALTERNATIVES GAME (2 periods)
- Unit 6: p17 EXPANDING THE MENU: SOMETHING NEW (2--3 periods)

PERSONAL DEVELOPMENT AND SCIENCE/HEALTH

- Unit 2: p22 THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES (1--4 periods)
- Unit 2: p24 SIGNS OF USE, SIGNS OF HEALTH (1--2 periods)
- Unit 4: p16 WHY GIRLS SMOKE (2+ periods)
- Unit 4: p20 WHY BOYS SMOKE (2+ periods)

SCIENCE/HEALTH

- Unit 2: p9 THE SMOKING MACHINE (1--2 periods)
- Unit 2: p12 TAR IN YOUR LUNGS (2 periods)
- Unit 2: p6 MEDICINES AND OTHER DRUGS (2--3 periods)
- Unit 2: p18 READING THE LABEL (1--3 periods)

MATH ACTIVITIES

- Unit 2: p48 LIFE SPAN AND SMOKING: READING A TABLE (1 period)
- Unit 2: p15 CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING?

GAMES

- Unit 1: p7 PERSONAL TREASURE HUNT (second worksheet) (1 period)
- Unit 1: p12 HURTFUL AND HELPFUL BEHAVIORS (the brainstorming activity that follows the video could be made into a game--to see which group recalls the most behaviors) (1 period)
- Unit 2: p15 CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING? (1 period)
- Unit 6: p14 ALTERNATIVES GAME (2 periods)

PERFORMANCE/THEATER ACTIVITIES

- Unit 2: p28 TRIAL BY ORGANS: CROSS AGE THEATER (could be longer activity)
- Unit 4: p13 WHY KIDS USE AND WHY THEY DON'T (1--2 periods)
- Unit 5: p22 CHILDREN OF ALCOHOLICS (3 periods)

VIDEOS AND RELATED ACTIVITES

Unit 1: p19 HURTFUL & HELPFUL BEHAVIORS (goes with "Are You Talking to Me") (1 period)

Unit 5: p22 CHILDREN OF ALCOHOLICS (goes with Twee, Fiddle and Huff) (3 periods)

Other Videos:

THE POWER OF CHOICE: SELF-ESTEEM

HIGH ON LIFE

GO FOR IT:NATURAL HIGHS

SHORT ACTIVITIES: ABOUT ONE CLASS PERIOD LONG

Unit 1: p4 GIVING COMPLIMENTS (1 period)

Unit 1: p7 PERSONAL TREASURE HUNT (second worksheet) (1 period)

Unit 1: p12 WHAT I'M LIKE--SELF MEASURE (1--2 periods)

Unit 1: p19 HURTFUL & HELPFUL BEHAVIORS (goes with "Are You Talking to Me") (1 period)

Unit 2: p9 THE SMOKING MACHINE (1--2 periods)

Unit 2: p15 CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING? (1 period)

Unit 2: p24 SIGNS OF USE, SIGNS OF HEALTH (1--2 periods)

Unit 2: p48 LIFE SPAN AND SMOKING: READING A TABLE (1 period)

Unit 3: p25 EVALUATION: CONSIDERATIONS IN DECISION MAKING (1--2 periods)

Unit 5: p11 FAN LETTER TO AN ADULT (1--2 periods)

Unit 5: p13 SHARING PERSONAL INFORMATION (1 period)

Unit 6: p8 MAKING CONVERSATION (1--2 periods)

UNIT ONE PERSONAL RESILIENCY

Objective 1.0: Students will increase personal characteristics associated with resiliency, especially self-esteem and internal locus of control.

WHY THIS IS IMPORTANT:

Many students (and quite possibly all special education students) are at risk for a number of self-destructive behaviors, including drug abuse. Fortunately this is only part of the story. Most students are going to make it. Even those from the worst of homes have a shot at a decent future. Why do some children growing up in the most horrendous conditions with the most unhealthy parents, still manage to grow into responsible, healthy adults? Why them and not the rest?

Several long term research studies have identified factors which seem to inoculate these more resilient kids. A number of circumstances seem favorable to long term mental health, including birth order, physical vitality, as well as important relationships with significant adults over time. Several personality characteristics also appear to protect individuals from falling into negative or self-destructive patterns. Most critical are two characteristics which determine how individuals see both themselves and their behavior: self esteem and internal locus of control.

In long term studies of resiliency, **self-esteem** is the most common characteristic used to describe people who manage to succeed against the odds. Unfortunately, as students get older, self-esteem is increasingly difficult to impact. Many short-term *feel good* activities may help for a day or so, but they don't generally have any long term effect on self-concept. Fortunately, some research has attempted to measure the types of interventions that actually influence how students feel about themselves. A 1987 study by Gurney identified six factors:

1. Teacher attention to students, including interacting with students in order to give them remedial instruction.
2. Student academic success. Gaining a particular skill such as reading can make a big difference.
3. Teacher knowledge about students' background and progress--including *both positive and negative* information.
4. Self-monitoring and self-reinforcing behaviors, particularly when modeled by the teacher.
5. Parent involvement.
6. School wide intervention.

Interestingly, most of these strategies do not require special activities that focus primarily on self-esteem. Rather they have to do with the quality of contact and programming within the entire school over time.

The goal of this unit is not the usual *bolster them up, let them know that they're lovable, no matter what*. The activities we've included are intended to help students begin to see themselves in positive ways including taking

UNIT 1: RESILIENCY

curriculum, or others that focus on self-esteem, will make little difference if not used in a classroom atmosphere of mutual trust and academic challenge.

Closely related to the characteristic of self-esteem is **internal locus of control**. Resilient people feel in charge of their lives and believe that what they do makes a difference. They take responsibility for both failures and successes. One of the concerns in special education has been about the issue of learned helplessness. As professionals, we spend a great deal of time coming up with IEP's for students: setting goals and objectives for them and devising strategies. Perhaps it is time to assist students in learning to do this for themselves--becoming, so to speak, their own IEP managers. Some of the activities in this unit are intended to help students with long term self-assessment and personal goal setting.

Needless to say, internal characteristics do not change in short order. Resiliency activities need to be done in a number of situations over a period of time. In addition to the activities in this unit, several of the other curricular objectives are related to this one. Self-esteem and locus of control will also be affected by students' success in healthy alternative activities, as well as by their relationships with peers and adults.

SOME GUIDELINES FOR RAISING PERSONAL RESILIENCY:

- 1. Extend these (and other) activities into your daily classroom routine.** Personal characteristics develop over our lifetimes. They are not going to change with the introduction of few quick fixes. Self-talk, goal-setting, and self-appreciation need to be on-going activities, integrated with the rest of the school curriculum.
- 2. Teaching is our primary tool for raising self-esteem.** When students learn, they feel better about themselves. Good teaching--that slow but steady progress toward better skills--has a real effect on self-esteem *with or without* smiley faces. Special education students are particularly sensitive to the rewards of academic achievement. Moreover, individual teacher attention (even for remedial work) has a positive effect on students' self-esteem.
- 3. Help students reflect on who they are and who they want to become in realistic and positive terms.** Activities designed to assist students to know themselves more thoroughly can have a positive effect on self-esteem as well as locus of control. Self-awareness is an important ingredient of taking charge of one's own life: setting and meeting challenges.
- 4. Be a model of resilient behaviors.** Let students see that you like yourself while taking responsibility for your own behavior, including both achievements and mistakes. Practice positive self-talk and allow students to see you, the teacher, in the process of monitoring and reinforcing yourself. For many students you will be their strongest model of self-esteem and personal accountability.

UNIT 1: RESILIENCY

5. If it fits your style, consider including students in their IEP process. In some districts, students (particularly at the junior high and secondary levels) are present at their own conferences and participate in writing goals. By including students in the IEP process, we can help put them in charge of their own academic, social, and personal achievement.

6. Take time to know your students--to meet their parents and confer with their other teachers. Simply knowing (both the good and the bad) about students makes a difference in raising their self-esteem. All of us thrive on attention, and many of our students are starved for adult attention. More about this strategy is discussed in the introduction to Unit 5: Nurturing Relationships.

SUMMARY OF PRISE ACTIVITIES UNIT 1: PERSONAL RESILIENCY

1. ACTIVITY: SELF TALK: WHAT TO SAY TO YOURSELF

GRADE LEVEL: Orientation Grades K--4
Skill Grades K--2

TIME FRAME: 2 class periods plus maintenance

SUBJECT AREA: Depends on classroom

SUMMARY: Students learn the benefits of positive self-talk and hear it modeled by the teacher. After completing a simple worksheet, students roleplay giving themselves positive messages for both fictional and real successes.

2. ACTIVITY: GIVING COMPLIMENTS

GRADE LEVEL: Orientation Grades K--12
Skill Grades K--2

TIME FRAME: 1 to 2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students learn four rules for giving compliments and practice on each other. Students may work in small or large groups. Variations include Compliment Piggy Banks and Compliment Capes.

3. ACTIVITY: PERSONAL TREASURE HUNT

GRADE LEVEL: Orientation Grades 3--12
Skill Grades 3--4

TIME FRAME: 1 class period

SUBJECT AREA: Language Arts and Personal Development

SUMMARY: Students play a game in which they try to find other students in their classroom with certain positive attributes. Included are two lists of questions (elementary and secondary).

UNIT 1: RESILIENCY

4. ACTIVITY: KEEPING A JOURNAL

GRADE LEVEL: Orientation Grades 5--12

Skill Grades 5--12

TIME FRAME: 2 class periods plus daily maintenance

SUBJECT AREA: Language Arts

SUMMARY: Students are given a structure for keeping a journal, including descriptions of appropriate daily entries--both at the intermediate and secondary level. A variety of systems for evaluation are included as well as lists of novels written in a journal format.

5. ACTIVITY: WHAT I'M LIKE--SELF MEASURE

GRADE LEVEL: Orientation Grades 6--12

Skill Grades 5--6

TIME FRAME: 1--2 class periods

SUBJECT AREA: Language Arts, Personal Development

SUMMARY: Students answer a series of questions about themselves in the following areas: social, academic, leisure, health, and solitary pursuits. Scoring the measure leads into a discussion of strengths and needs. Follow up includes individual goal setting.

6. ACTIVITY: SETTING AND ACHIEVING GOALS

GRADE LEVEL: Orientation Grades 6--12

Skill Grades 5--12

TIME FRAME: Approximately two weeks. Two class periods plus 10-15 minutes on subsequent days.

SUBJECT AREA: Personal Development

SUMMARY: Each student determines an individual goal and develops a plan for working on it. Progress is monitored on a daily basis.

7. ACTIVITY: HURTFUL AND HELPFUL BEHAVIORS

GRADE LEVEL: Orientation Grades 8--12

Skill Grades 5--6

TIME FRAME: 1--2 class periods (with video)

SUBJECT AREA: Personal Development

SUMMARY: After watching the video, "Are You Talking To Me," students generate lists of hurtful and helpful behaviors, looking at both themselves and others. The film may also lead to a discussion of relationships with significant adults (Also see Unit 5, Nurturing Relationships).

8. ACTIVITY: WHO'S IN CHARGE: TAKING RESPONSIBILITY

GRADE LEVEL: Orientation Grades 8--12

Skill Grades 6--7

TIME FRAME: 3--4 class periods

SUBJECT AREA: Personal Development, Language Arts

SUMMARY: Students are introduced to the concept of Locus of Control by reading six scenarios about how other students take (or don't take) responsibility for their own actions. Students fill out a self-measure for three areas of their lives: school work, friends and family, and health. An outline is included for an essay assignment to assist students in reflecting on their own tendencies.

UNIT 1: RESILIENCY

9. ACTIVITY: RESUME OF MY FUTURE

GRADE LEVEL: Orientation Grades 10--12
Skill Grades 7--8

TIME FRAME: 2 class periods

SUBJECT AREA: Language Arts, Vocational Education

SUMMARY: Students fill in a time line of their past and their imagined future in order to generate goals for themselves twenty years from now. After a discussion of ways to reach these goals, each student writes a resume of who they hope to be in twenty years.

10. ACTIVITY: SELF-ASSESSMENT: CREATING MY OWN SELF-MEASURE

GRADE LEVEL: Orientation Grades 10--12
Skill Grades 9--10 (high activity)

TIME FRAME: 4 class periods

SUBJECT AREA: Language Arts, Personal Development

SUMMARY: Students generate questions for a self-assessment using a series of formats. They work as a group to come up with a single assessment on a self-determined topics and then administer this measure to themselves and/or others. (Hint: this activity would need to follow several magazine self-tests or one of the following PRISE activities in this unit: WHAT I'M LIKE: SELF-MEASURE or WHO'S IN CHARGE.)

ACTIVITY: SELF-TALK: WHAT TO SAY TO YOURSELF**OBJECTIVES:**

1. To generate positive self-talk to be used when a student has experienced failure.
2. To practice self-talk about a time when the student has experienced personal success.

GRADE LEVEL: Orientation Grade K--5
Skill Grade K--2

SUBJECT AREA: Personal Development, Speech

CONSTRAINTS: This activity involves students in talking aloud in positive ways as they go through their day. For some classrooms, this self-talk may need to be confined to specific times of the day.

MATERIALS: Copies of each variety of the Worksheet: OOPS. To assist students with identification, the girls and boys each have their own worksheet--with cartoons of either boys or girls who have experienced failure.

STEPS

1. Explain what self-talk is.

2. Give an example of negative self-talk.

3. Give several example of positive self-talk.

4. Discuss the purpose of positive self-talk.

CLASSROOM INSTRUCTIONS

Explain, *Nearly everybody talks to themselves. Sometimes we talk out loud and sometimes we talk inside our heads, silently. Whenever we talk to ourselves, that's called self-talk. Today we're going to start with talking out loud. Later you can say the same things to yourself silently.*

Explain, *Some self-talk makes us feel bad about ourselves. Here is an example. Pretend to accidentally push a book to the floor or to trip. Tell yourself, Boy am I stupid. I'm so clumsy. I never do anything right. Ask the students, What did I just tell myself? How do you think that made me feel?*

Explain, *I don't need to put myself down. I can tell myself good things instead. Here are some things I might tell myself right now:*
--*I picked up what I dropped. That was responsible of me.*
--*I'm teaching you something important.*
--*It's okay to make mistakes.*

Ask, *Why is it important to give yourself good messages? How do these messages make you feel? Talk about how hard it is for us to give ourselves good messages when we feel bad about ourselves. Discuss how these good messages can help us feel better.*

5. Generate examples of positive self-talk when students have failed.

Explain, *Often when we make a mistake or fail at something, we tend to say something negative to ourselves.* Distribute the worksheets called Oops. Give a worksheet with two girls to the girls and with two boys to the boys. Ask the students what positive self-talk could be written in the bubbles above the characters. Ask, *What could each of these characters say to themselves?* If students need help, write their words for them.

6. Discuss how it is sometimes hard to accept success.

Explain, *Sometimes when we do something well, we say things like--*
It was lucky.
It just happened.
I only did well because the teacher helped me.
 Ask, *When we say things like this, what are we saying about our success? We're saying that we didn't deserve it, that it wasn't our doing.*

7. Model an example of positive self-talk when you have had success.

Share something that has gone well in your job or personal life recently. Share positive self-talk about this success. An example: *Hey, (your own name), that's a great bulletin board. I did a terrific job on it. It makes the room look a lot cheerier. I put in a lot of hours and it was worth it.*

8. Roleplay examples of positive self-talk for student successes.

Ask the students to pretend that the following has happened to them. Ask them to use positive self-talk.

- You got a high score on your arithmetic test.
- You ran faster than anyone else in gym today.
- Your team won at volleyball.
- You told a joke and everyone laughed.
- You avoided a fight in the lunchroom even when someone called you a name.
- You helped another student learn how to do something.
- Your picture won a red ribbon.
- Your poem won second place in an all school contest.
- The teacher picked you to be the lunch monitor.
- You helped a friend who fell down on the playground.
- You are the second best speller in your class.
- You hit a double at your baseball game.

9. Ask each student to demonstrate self-talk about a real success.

Ask each student to think of something that they have done well in the last week. If necessary, suggest something to them or ask the group to help: **What is something that _____ has done well this week?** Then ask each student to use positive self-talk to reinforce themselves about this success.

10. Discuss times when self-talk is appropriate.

Ask, When are times when you might use self-talk to feel good about yourself. Discuss both times when students have failed at something and times when they have been successful.

EVALUATION:

In response to a real success in their lives, each students will demonstrate self-talk that
--takes responsibility for the achievement.
--is positive in nature.

VARIATIONS:

1. Depending on the students' writing skills, fill in the cartoon bubbles for them (in Step 5) or have them fill these in independently.
2. For students who need more language structure, the teacher could provide sentence stems. The students would then complete these sentences.
Examples:
I did a good job at
I can do better at
3. For older students or students who are self-conscious, the self-talk could be done in note form. Students could write themselves a good news note about something that they have done well.
4. For younger students, a puppet could be used to model self-talk and to encourage the children to use self-talk. The puppet could talk about both successes and failures, modeling positive self-talk. The puppet could also discuss feelings--the ways in which self-talk helps "it" feel good about "itself".

SPIN-OFFS:

1. **Personal Development:** Take time each day or once a week for students to say something positive to themselves.
2. **Personal Development:** Self-Talk could also be tailored to a particular goal. This goal could be individually set with each student and could include social as well as academic goals. The teacher and student might brainstorm the behaviors or situations that they would consider success. You could also discuss self-talk to use when there are set-backs.
3. Several books on self-talk are available including a curriculum by Meichenbaum. Other books about self-talk include--
I Think I Can, I Know I Can: Using Self-Talk to Help Raise Confident, Secure Kids by Susan Isaacs and Wendy Ritchey.
The Art of Talking to Yourself and Others by Harry Hazel

WORKSHEET: SELF-TALK

OOPS

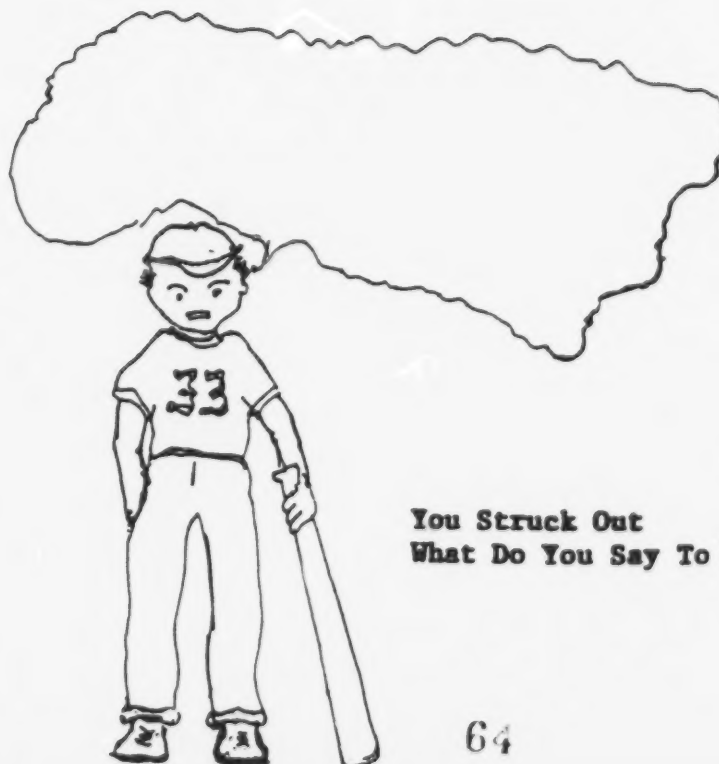
You Struck Out
What Do You Say To Yourself?



You Get A Bad Grade
What Do You Say To Yourself?

OOPS

**You Get A Bad Grade
What Do You Say To Yourself?**



**You Struck Out
What Do You Say To Yourself?**

ACTIVITY: GIVING COMPLIMENTS**OBJECTIVES:**

1. To give an appropriate compliment to another person.
2. To receive a series of compliments graciously.

GRADE LEVEL: Orientation Grade K--12
Skill Grade K--2

SUBJECT AREA: Personal Development

CONSTRAINTS: This activity is easily adaptable for a number of age groups. You may need to change some of the examples in step 3. For very young students, focus on just the first two rules for compliments. In order for younger children to participate in the options which require writing, adults will need to write down their ideas.

MATERIALS:

- Option 1: None
 Option 2: Copies of the worksheet of the pig that accompanies this activity.
 Option 3: Large pieces of butcher paper for capes and crayons
 Option 4: None

STEPS

1. Model giving someone a compliment.

2. Give the students four rules for compliments (*for younger children, use the first two only).

3. Discuss each of these attributes of good compliments, giving negative examples.

CLASSROOM INSTRUCTIONS

Select a student who you normally do not compliment. Say something about that child which meets all four rules in step 2. Ask the students, *What did I just do?* Ask the students, *What are some compliments you have given other people? How did it make them feel?*

Write the four rules for compliments on the board:

- Compliments should be
- *1. true (something you mean)
 - *2. unmixed (not good and bad)
 - 3. important (not silly)
 - 4. clear and specific (not general)

--Ask (for #1), *How do you feel if someone tells you something that's not true. Let's say they tell you you're a great ping-pong player and you've never even played the game. Are they being sincere?*

--Ask (for #2), *Have you ever had a compliment like this: "Good job of cleaning your room up; too bad you couldn't do it last week"? This is a mixed compliment. You say something good and then, right away, take it away by saying something negative. How does that feel? How can you fix a mixed compliment--make it pure?*

--Explain (for #3), *We all want to be complimented on things that are important to us. For instance, if someone tells me they like the way I tie my shoes or the way I eat my lunch, that may not be too important to me. But if they say that they think I'm a good teacher, that really feels good. Why? Because teaching is important to me.*

--Discuss what it means for a compliment to be **specific** (#4). Give an example of **vague** compliments: *That's good. You're okay.* Explain, *We know the person is pleased with us, but we may not know what we did that they liked. That makes it hard to do it again.*

4. Provide models of compliments that comply with all four rules.

Give a compliment to each student and ask the others to tell you whether your compliments met all four rules. For example you might tell a student whose been working hard on his math skills: *You are really a whiz at your multiplication tables.*

5. Discuss how to accept a compliment.

Talk about how difficult it is for many people to accept a compliment. Remind the students of how it felt to receive compliments earlier. Explain, *Sometimes receiving compliments makes us uncomfortable, especially if we don't feel so good about ourselves. We want to argue or disagree. The only thing you need to say when you get a compliment is thank you.*

6. Give students a chance to practice these skills.

Option 1: Divide students into threesomes and have them trade compliments. Have the third person in the trio (the one who is neither the author nor the subject of a particular compliment) write down the compliment and decide if it meets all four rules. Have the students rotate so that everyone has a chance to compliment everyone else.

Option 2: Make copies of the piggy bank that accompanies this activity and have the students take turns being "it." Have every one else give that student compliments while you write them down on the student's piggy bank. (With older students, they may be able to do some of this recording themselves.) The students can then display these piggy banks or save them for a day when they're feeling low.

Option 3: (adapted from Tessler, *Drugs, Kids and Schools*) Make each student a cape of butcher paper which they wear on their backs. The students then go around and write compliments on each others' backs. The students can only read their own compliments after they have written a compliment for everyone else.

Option 4: Have the students work in dyads, giving their compliments orally and saying thank you. As with option 1, have the students rotate.

7. Discuss how this activity felt.

Talk about how it felt to be both the giver and the receiver of a compliment. Ask the students if they felt uncomfortable in either role. Talk about how everyone feels after a "compliment bath." You might note some students' faces will be glowing and happy after this experience. Talk about how to regain this feeling at times when they are feeling low.

EVALUATION:

1. Each student should give a compliment that complies with all four rules.
2. Each student should receive a compliment, without arguing, and say thank you.

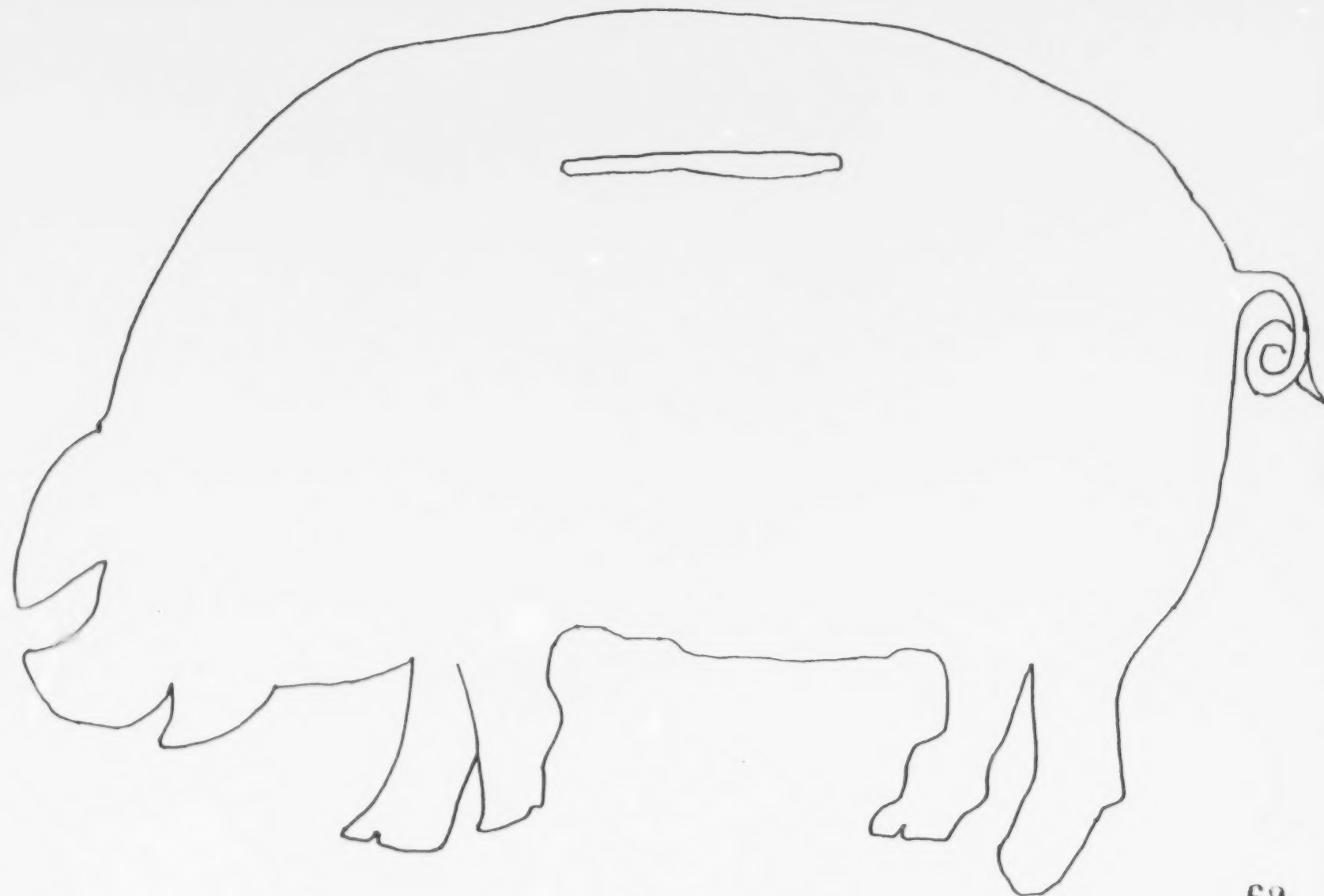
VARIATIONS:

1. For **younger** or **lower functioning** children, focus on the first two rules for compliments, saying something they believe to be true and not adding something bad to the compliment.
2. For students with **limited writing skills**, you might write some examples of compliments on the board (perhaps after a group brainstorming session). They may then use these as models in writing their own compliments.

SPIN-OFFS:

1. **Art:** Have the students make valentines for each other using compliments.
2. **Language Arts:** Have the students write an essay describing themselves based on the compliments that they have received.

68



69

ACTIVITY: PERSONAL TREASURE HUNT**OBJECTIVE:**

1. To approach other students to ask questions.
2. To identify whether they fit a particular description.

GRADE LEVEL: Orientation Grades 3--12
Skill Grades 3--4

SUBJECT AREA: Language Arts and Personal Development.

CONSTRAINTS: Students must be able to read independently and able to move within the room.

MATERIALS: Copies of the worksheet HUMAN TREASURE HUNT for everyone in your class. Worksheet #1 is for younger students. Worksheet #2 is for older students. You may choose to alter these to make them more suitable for your students. Feel free to white out items (on a copy) and to add items of your own.

STEPS

1. Introduce the idea of individual differences.

2. Give them the directions for the worksheet.

3. Have each student find one item that they can sign for.

4. Start the activity.

5. Time the activity and offer assistance as needed.

CLASSROOM INSTRUCTIONS

Explain, *All of us are different. We're good at different things; we help our families and classmates in different ways. Sometimes people surprise us--we learn that people do things that we didn't know about.*

Explain, *You're going to have a chance to get to know your classmates. Look over the items. Each one has a blank after it for one of your classmates to write his or her name. Each person can only sign (two) blanks. (Change this depending on how many students you have.) Ask questions! You can move around the room.*

Have the students go down the list and locate one item they can sign their name next to. Explain they must be truthful--*find something that is really true about you.*

Instruct the students to stand up and take a pen or pencil with them. They may want place the worksheet on a notebook or clipboard. Tell them they have (eight) minutes to find as many other students as they can to write their names in the blanks. Remind them it must all be truthful--*make sure the people who sign have really done what they're signing up for.*

Circulate and assist any students who are having trouble approaching others. Help them phrase questions based on the items.

6. Go over the worksheet.

Go through the statements one at a time, and ask students to raise their hands if they signed that item. You might ask them for details--what museum they went to, what is the name of their pet, etc. Or ask students to demonstrate--juggling, singing, etc.

7. Find the winner.

Ask how many students found at least 10 signatures and then work your way up. How many found 11, 12, 13, 14... and so on until no one raises their hand. Give the winner applause and a hug or a special privilege (such as collecting the papers).

8. Ask what they learned about others.

Ask, *Did you learn anything surprising from doing this activity?*

EVALUATION:

Students should be able to ask each other questions and to answer truthfully about their own abilities, likes and dislikes.

VARIATIONS:

1. Students who **can't write their names** could put a sticker or a sign on the worksheet.
2. To **increase incentive** students could form teams and do this activity together, either as dyads or as larger groups. Competition could be heightened by imposing a shorter time limit.
3. For **older students**, a second list is attached, including items with more mature content.

SPIN-OFFS:

1. **Language Arts:** Have the students make up their own worksheet with different items. This could be developed as a class or as teams--with each team making up half the items on the list.
2. **Personal Development:** The items could be arranged like a bingo game. As the leader reads the items, students could cover squares on their own card for any that apply to them.

WORKSHEET #1: PERSONAL TREASURE HUNT

HUMAN TREASURE HUNT

You have 8 minutes to try and fill in all the blanks. Each person can sign two and only two blanks. Go around to your classmates and ask them questions. Be sure to take a pen with you. (You may sign one blank yourself.)

Find someone who feeds and walks a dog every day. _____

Find someone who can throw a ball really hard. _____

Find someone who read a book last week. _____

Find someone who hugged a friend within the last 24 hours. _____

Find someone who likes a food that you like also. _____

Find someone whose favorite subject is the same as yours. _____

Find someone who set the table last night. _____

Find someone who kissed their mom last night. _____

Find someone who wrote a letter to a friend in the last week. _____

Find someone who called a friend on the phone last night. _____

Find someone who watched the news last night. _____

Find someone who rode their bike in the last week. _____

Find someone who cleaned their room last weekend. _____

Find someone who watered the plants at home in the last week. _____

Find someone who helped with the dishes this week. _____

Find someone who likes a movie that you didn't like. _____

Find someone who doesn't like ice cream. _____

Find someone who knows the multiplication tables through 7×7 . _____

Find someone who writes poetry. _____

Find someone who's been to the public library in the last week. _____

Find someone who's been to a museum in the last month. _____

Find someone who has a great laugh. _____

WORKSHEET #2: PERSONAL TREASURE HUNT

HUMAN TREASURE HUNT

You have 8 minutes to try and fill in all the blanks. Each person can sign two and only two blanks. Go around to your classmates and ask them questions. Be sure to take a pen with you. (You may sign one blank yourself.)

Find someone born out of state. _____

Find someone born out of the country. _____

Find someone who has moved more than two times. _____

Find someone who can skateboard. _____

Find someone who can juggle. _____

Find someone who sings in the shower. _____

Find someone who has double pierced ears. _____

Find someone who has triple pierced ears. _____

Find a boy with a pierced ear. _____

Find someone who has seen a movie in the last week. _____
Movie _____

Find someone who can sing something by:
INXS _____
Beatles _____
MC Hammer _____
Metallica _____

Find someone who has a part-time job. _____

Find someone who has visited their grandmother
or grandfather in the last month. _____

Find someone who has read a book in the last month. _____
Book _____

Find someone who plays a musical instrument. _____
Instrument _____

Find someone who is on a sports team. _____
Sport _____

ACTIVITY: KEEPING A JOURNAL (2 days plus maintenance over a month's time)**OBJECTIVES:**

1. To reflect on day-to-day life by answering questions
2. To keep a journal for at least 20 days.

GRADE LEVEL: Orientation Grades 5--12
Skill Grades 5--12 (2 sets of questions)

SUBJECT AREA: Language Arts, Personal Development

CONSTRAINTS: In order to allow students to write freely, steps need to be taken to insure that their privacy will be respected. Pages that students do not want to be read may be folded over and clipped by the student. The teacher should then respect this marking and not read these pages. In addition, students should be aware of issues when teachers will have to respond to and/or report on what they have read:

- any entries that imply danger to a student including the writer.
- any entries that imply illegal activities, including drug use.

MATERIALS:

1. A spiral bound notebook for each student. One option is to attach a velcro strip to the side of this notebook to "lock" it shut. The notebook should be reserved for journal assignments and personal writing only. Students may be requested to bring these notebooks in before the activity is introduced.
2. Lists of ideas and questions. Note that WORKSHEET #1 is designed for intermediate or junior high age students whereas WORKSHEET #2 is designed for secondary students. In order to make these lists more flexible, this information is not noted on the lists themselves.

STEPS

1. Ask the students to suggest some things that might be written down in a journal.

CLASSROOM INSTRUCTIONS

Ask, What is a journal? What do people write in journals? Ask the students to list all the things that someone might write in a journal. Make a list of these on the board.

Explain that some journals are very general records of how people are feeling whereas others are used to keep track of specific things: for example, how much exercise they're getting, how much work they've accomplished, how their sore leg feels, or what is happening in their relationship with a particular person.

2. Discuss the purpose of a journal (or diary).

Explain that keeping a journal can allow people to keep track of what happens to them each day or how they are feeling. Ask the students, *How could a journal help you learn new things about yourself?*

3. Give the students a copy of the list of questions and ideas for journal writing.

Depending on the age and maturity of your students, give them List #1 or List #2. Ask them to staple this list in the front of their notebooks. Go over the items on the list and discuss the kinds of entries you are looking for. Ask students to suggest situations about which they could write. Explain, *You don't need to answer all the questions. Read them over each day and select the one you would like to answer for that day.*

4. Structure the format of the journal.

Tell the students to use a fresh page for each day and to write the date in the upper right hand corner of the page. You may decide to set a word limit for each day's entry. Discuss the time of day that will be set aside in your classroom for journal writing (perhaps after lunch or right before dismissal).

5. Discuss issues of confidentiality and evaluation.

In order to allow students to write entries which only they themselves will see, set up a structure for privacy. For instance, you might tell students that if they don't want you or anyone to see what they have written, they should fold the page over and clip it shut. (Stapling it is a possibility, as long as the student can still read it over later.)

Let students know how you will evaluate their journals--perhaps just by checking on the quantity of their writing. Explain that you will not be grading the quality of the writing nor correcting grammar or spelling.

6. Structure quiet, regular time for journal writing.

Give students an opportunity to work on their journals with some supervision, particularly on the first few days. Individual students may need help getting started--selecting material from their daily life about which to write. To assist students, you might share entries from your own journal or bring in books that are written in a journal format. (See Spin-Offs below) These may be read aloud.

7. Allow for teacher response.

For many students, journal writing will be enhanced by non-judgemental feedback from you on what they have written. Students may submit their journals for you to read, marking portions that they particularly would like you to comment on. It is important for teachers to respect the student's privacy in regard to journal writing as well as to respond in an interested way to what the students have written.

EVALUATION:

Each student should make journal entries for at least 18 of the twenty days (or for 90% of the time you keep the program in place). The entries should reflect on the student's own life and concerns.

VARIATIONS:

1. For students who **need more structure**, select one of the topics for each of the first six days and ask students to write about that topic. Divide the questions up and have students reply to each one separately.
2. For students who **need more interaction with adults**, have their journals be in the form of letters to you. Reply to the students' entries in their journals and through conferences.

SPIN-OFFS:

1. **Reading and Literature:** Have students explore age appropriate books which use a journal format. Examples include--

Intermediate

A Gathering of Days by Joan Blas
Emma Tupper's Diary by Peter Dickenson
Anastasia Krupnik by Lois Lowry
Dorrie's Book by Marilyn Sachs

Intermediate--Junior High

The Secret Diary of Katie Dinkerhoff (Gr 6--8) by Lila Perl
The Keeping Room (Gr 6--10) by Betty Levin
A Certain Magic (Gr 6--8) by Doris Orgel
Operation Prom Date (Gr 6--8) by Laura Berke

Junior High--Secondary

Among Friends (Gr 7--10) by Caroline Cooney
The Secret Diary of Adrian Mole, Aged 13-1/2 (Gr 7--10) by Sue Townsend
Nuclear War Diary (Gr 7--12) by James E. Sanford
Journal of a Teenage Genius by Helen V. Griffith
The Diary of a Young Girl by Ann Frank

2. **Language Arts:** Encourage students to maintain their journals independently. Discuss as a group the value they have found in keeping journals, including increased fluency in their writing abilities, personal growth, and relief of stress. Some students will find reading back over their journals satisfying.

WORKSHEET #1: KEEPING A JOURNAL

IDEAS FOR JOURNAL WRITING (ALONG WITH SUGGESTED QUESTIONS)

SELECT ONE OR MORE OF THE FOLLOWING IDEAS TO GUIDE YOU IN WRITING IN YOUR JOURNAL. KEEP THIS PAGE IN YOUR JOURNAL TO HELP YOU WHEN YOU CAN'T THINK OF SOMETHING TO WRITE.

1. Describe something good that happened today or yesterday. (Why and how did it happen? Who was there? How did you feel?)
2. Describe something bad that happened today or yesterday. (Why and how did it happen? Who was there? How did you feel?)
3. Describe your accomplishments for today or yesterday. (What did you get done? What are you proudest of and why? What was the hardest part and why?)
4. Tell a funny story about something that happened to you today or yesterday. (What happened first? What was the funny part? Did you know it was funny at the time? How did you feel about it afterward?)
5. Tell something that you learned about yourself today or yesterday. (How did you learn this? How might it change you in the future?)
6. Describe a strong feeling you had today or yesterday. (What do you think made you feel this way? How did you show or hide your feeling? What did you learn from what happened?)

WORKSHEET #2: KEEPING A JOURNAL

IDEAS FOR JOURNAL WRITING (ALONG WITH SUGGESTED QUESTIONS)

SELECT ONE OR MORE OF THE FOLLOWING IDEAS TO GUIDE YOU IN WRITING IN YOUR JOURNAL. KEEP THIS PAGE IN YOUR JOURNAL TO HELP YOU WHEN YOU CAN'T THINK OF SOMETHING TO WRITE.

1. Describe an event in your day that felt really positive to you. (How did you contribute to this happening? What did you learn about yourself or others?)
2. Describe something unfortunate or negative that happened to you today or yesterday. (How were you a part of it? How did it feel? What might you change if you had it to do over?)
3. Describe your accomplishments or achievements for today or yesterday. (What allowed you to do this work? What difficulties did you have to overcome and how did you manage this? What are you proudest of and why?)
4. Describe a humorous event from your day. (Include the specifics of what happened and who was involved. When and how did you realize it was funny?)
5. Describe an insight that you had about yourself today or yesterday. (What happened that helped you see this? How will this self-knowledge help you in the future?)
6. Describe a strong emotion that you had today or yesterday. (What contributed to your feeling this way? In what ways did you let others see what you were feeling? What did you learn from what happened?)

ACTIVITY: WHAT I'M LIKE: SELF MEASURE (1--2 class periods)**OBJECTIVES:**

1. To answer questions about themselves in a self-assessment.
2. To make statements about the kind of person they are based on this self-assessment.

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 5--6

SUBJECT AREA: Language Arts, Personal Development.

CONSTRAINT: The self-assessment that accompanies this activity may include items which are not appropriate for your students. Feel free to tailor this worksheet for the needs of your class.

MATERIALS: Copies of the attached worksheet.

STEPS**Period 1**

1. Introduce the idea of a well-rounded person.

2. Introduce the worksheet: What I'm Like.

3. Have the students complete the worksheet.

Period 2

4. Discuss student profiles.

CLASSROOM INSTRUCTIONS

Ask the students, *What does it mean to be a well-rounded person? What are the areas of your life?* List these on the board. Examples include School, Sports, Play, Work.

Explain that this self-assessment is just for fun, but that by taking it they might get some ideas of their stronger and weaker areas. Explain that it covers five areas: *people (social), school (academic), activities, health, and being alone*. Emphasize that there are no wrong or right answers, but that the exercise will be more helpful if they tell the truth.

The students should put a check mark in one of the four columns for each statement. Every **OFTEN** is worth 3 points, **SOMETIMES** 2 points, **RARELY** 1 point and **NEVER** 0 points. After they have completed all five sections, they should add up their points for each section and for the whole.

After the students have completed the worksheet, ask them to identify areas of strength and weakness. Ask, *Were these a surprise? Do you feel these are correct, given what you know about yourself?* Ask students if there are areas they want to improve in. Discuss ways in which students might use their areas of strength to help them.

5. Critique the self-assessment itself.

Discuss how instruments like this are made--that they themselves could make one up. Ask them, *What statements (behaviors) did you think were the least important? What statements (behaviors) would you add?*

EVALUATION: Each student should answer the self-assessment correctly and be able to name areas in which they feel that they are stronger or weaker.

VARIATIONS:

1. For **lower functioning** students, the self-assessment items could be read aloud, pausing to give each student an opportunity to answer individual items.
2. As is mentioned in the materials section, the worksheet itself may be altered to fit the needs of individual students. The self-assessment could also be shortened.

SPIN-OFFS:

1. **Language Arts:** Have your students write an essay about the kind of person they are based on this self-assessment. Ask them to pick three areas and describe themselves and their behaviors.
2. **Secondary English or Personal Development:** Have your students develop their own self-assessments, as outlined in the activity called **CREATING YOUR OWN SELF-MEASURE**.
3. **Personal Development:** Have students set goals based on this personal assessment. See the activity included in this curriculum, **SETTING AND ACHIEVING A PERSONAL GOAL**.

WORKSHEET: WHAT I'M LIKE: SELF MEASURE

People and me

Often(3) Sometimes(2) Rarely(1) Never(0)

1. I call friends on the telephone just to talk.
2. When I'm with people who don't know each other, I introduce them.
3. When friends of mine move away, I write letters.
4. I say hello and goodbye when I arrive and depart from a group or person.
5. When I'm invited to a friend's house, I go.
6. When I see a friend on Monday, I ask questions about their weekend.
7. When I'm worried about something, I find someone to talk to.
8. When someone else is worried about something, I'm willing to listen.
9. When I'm with my friends, I laugh and talk a lot.
10. I try to meet new people.

Totals

School and me

Often(3) Sometimes(2) Rarely(1) Never(0)

1. I complete all my homework assignments each night.
2. I pay attention to schoolwork.
3. Over summer vacation, I actually miss going to school.
4. I feel really good when I learn something new.
5. At least one academic subject is really interesting to me.
6. I try to find more information about what I've learned at school.
7. I see myself going to college (or into a training program) after high school.
8. I feel like my teachers are on my side.
9. I do well in school.
10. I try hard at school.

Total

WORKSHEET: WHAT I'M LIKE: SELF MEASURE

Activities and me

Often(3) Sometimes(2) Rarely(1) Never(0)

1. After school, I attend club meetings.
2. I participate in an organized sports activity.
3. I play a musical instrument or belong to a chorus.
4. I go to the public library.
5. I go out to movies, plays or concerts.
6. I belong to a youth group (such as scouts or one organized through my church or temple).
7. I volunteer to help the community in some way (for example cleaning up a park).
8. I spend time helping other people.
9. I take care of a pet.
10. I have a hobby or an interest that I share with others.

Total

Health and me

Often(3) Sometimes(2) Rarely(1) Never(0)

1. I get aerobic exercise by doing something like running, swimming or attending a class.
2. I walk (or move my own chair) at least one mile each day.
3. I take the stairs (or ramp) rather than an elevator whenever possible.
4. I dance.
5. I eat several helpings of vegetables and fruit everyday.
6. I pay attention to eating a balanced diet.
7. I ride a bicycle or use an exercise machine.
8. I do physical work (for example gardening or lifting boxes) that makes me perspire.
9. I spend time playing or working out of doors every day.
10. I participate in a voluntary activity that requires exercise (karate, yoga, volley ball, etc.)

Total

WORKSHEET: WHAT I'M LIKE: SELF MEASURE

Myself and me

Often(3) Sometimes(2) Rarely(1) Never(0)

1. I spend time reading books and magazines.
2. I am a collector of something (stamps, coins, baseball cards, dolls, etc.)
3. I can enjoy being by myself.
4. I listen to music.
5. I do puzzles or play games by myself.
6. I like to hum or whistle to myself.
7. I daydream or make up stories in my head.
8. I write in a journal or I write poetry.
9. I paint, draw or do a craft (such as knitting, macrame, constructing model cars, etc.)
10. I like to watch and listen to nature: snow, rain, flowers, clouds, or trees.

Total

Grand Total

SCORING

For each section, a score of 16--23 is about average.

Total scoring:

131--150: You have a very, very busy life, perhaps too busy. Perhaps you could drop a few activities.

121-130: You have a lot of different interests and a lot of energy!

86--120: You have a balanced recreational life.

61--85: You have some definite interests. Think of ways you might expand a bit.

Less than 60: It's definitely time to think of some ways to get more involved in your own life.

ACTIVITY: SETTING AND ACHIEVING A PERSONAL GOAL (Two week activity
--2 class period plus 5-10 minutes on subsequent days)

OBJECTIVES:

1. To set a short term goal
2. To plan how to achieve that goal.
3. To determine how to measure progress.
4. To monitor and report on progress.

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 5-12 (see variations)

SUBJECT AREA: Personal Development

CONSTRAINTS:

1. This activity might follow one involving self-assessment (such as **WHAT I'M LIKE: SELF MEASURE**) included in this unit.
2. This is a long activity, although it will take only 5-10 minutes of class time after the first two days.

MATERIALS:

1. Worksheet #1: **SETTING GOALS**--At least one copy per student.
2. Worksheet #2: **RECORD OF MY PROGRESS**--Three copies per student.
3. If possible give each student a folder in which to keep these planning and progress sheets.

STEPS

Period 1

1. Narrow the field for developing a goal.

2. Visualize the ideal state.

CLASSROOM INSTRUCTIONS

Ask each student to name one area in which they would like to improve. This could be something which has come up during a self-assessment or something which the student identifies from other sources. It is important, however, that the student be the one who comes up with the idea. Select an area for yourself as well.

Ask each student to close their eyes and imagine themselves doing what they'd always hoped to do. Tell them, *If you want to improve in basketball, imagine how you might play in the future. Think of yourself dribbling, passing, shooting, and see yourself doing it perfectly.* Help students visualize themselves by giving further examples, including one about yourself.

3. Pick one skill to work on.

Have each person, including yourself, select one skill or product to work on. Again give them some examples:

Shooting free throws.

Spelling better.

Multiplying fractions.

Learning to knit.

Talking to girls (or boys)

Writing poetry.

4. Write a tentative goal.

Have each person, including yourself, write a tentative goal on scratch paper, including a time frame for completion. This goal should be something that the person feels can be accomplished fairly quickly-- for instance in about two weeks. Explain that after they meet this goal, they can set a new one. Help the students be specific about what they will have completed by that time. Encourage them to think in concrete, measurable goals.

Examples:

By February 26, I will ask a girl out.

By March 3, I will shoot 25% on 100 consecutive free throws.

By February 19, I will have written four poems.

Explain that they might want to change this goal some after they think about a plan for achieving it. Tell them to think overnight about everything they will need to do to achieve this goal.

Period 2

5. Develop the steps to this goal.

Have the students work in pairs to brainstorm everything they will need to do in order to achieve their goal. After they complete these lists, ask them to number what needs to be done first, second, third, etc. Have them cross out any tasks which are not necessary to achieving this particular goal.

6. Set some dates.

After the students have an ordered list, have them pick five essential steps and write them on Worksheet #1 along with the goal. Show them a calendar and have them try to figure out when they plan to do each step in their process. Ask, *By when do you hope to have your first step started. When do you hope to complete it?*

7. Develop a plan for measuring success.

Ask the students if they have picked goals which can be counted or measured. If so, ask them to tell how they will measure when they have reached the goal. Ask each person to pick a partner or goal-buddy to assist them. If the goal they've selected is less measurable, ask them how they can measure their effort or progress toward the goal--for instance pages written or hours practiced.

8. Revise the original goal, as needed.

After everyone has developed a plan for achieving their goal and measuring progress, give them an opportunity to tailor their original plan--by changing the dates or setting more reasonable standards. However, if the students have trouble with setting realistic goals, allow them to keep the ones they have set, at least for the time being.

9. Optional: Determine a reward for success.

Ask each student to think of at least one way in which they could reward themselves for success after they achieve their goal. It is important that this be something which the students do for themselves although two goal-buddies may choose to reward each other.

Inexpensive or free rewards include an ice cream cone, a certificate, a letter of congratulations, an announcement over the PA, a badge, giving themselves a night off, a note to their parents, a Polaroid picture, etc.

Periods 3--10

9. Keep track of progress.

Everyone in the class, including yourself, should take 5 minutes at the beginning of class to update their progress sheet (on Worksheet #2). These progress sheets can be posted on a bulletin board or students can keep them in a folder. (See Materials Section above)

10. Adjust the goal, as needed.

Again give the students opportunities to change or adjust their goal to make it more realistic. The idea is to train the students to set achievable goals that give them a feeling, over time, of success and productivity. If your own original goal is unrealistic, you may also model this process of adjustment.

11. Problem solve as obstacles occur. (also see Variation #2 below)

When and if a student finds an obstacle, work together as a class to help that student solve the problem. Have the students brainstorm alternative solutions and then discuss the pros and cons of each. Also give students who are being successful, an opportunity to discuss how it is going.

Period 10 (or later)

12. Celebrate and report.

After the students have achieved their goals, set a time for celebrating their achievements with each other. Give each student who has achieved their goal an opportunity to tell the others how they went about it.

EVALUATION:

1. Each student will set a behavioral goal, including a date by which they hope to achieve it.
2. Each student will develop a plan for achievement including at least five steps.
3. Each student will monitor their own progress on paper.
4. Each student will report on their progress to the rest of the class.

VARIATION:

1. **For younger students:** Narrow the field for the students, for instance asking them to set a goal about their school work or regarding their health.
2. If this **process breaks down** for some students, focus on the nature of the obstacles they are experiencing. Use the following checklist (adapted from *Leisure Education* by Stumbo and Thompson); pp 254-255:

Part I

- I need new skills.
- I need more information.
- I don't want this enough to work for it (what do you want instead?).
- I'm afraid of failing.
- I'm afraid of succeeding. Why?
- I'm afraid of what other people will think.
- This goal is too difficult for me.
- I need more time.
- I need more money.
- I need more _____.
- Other reasons:

Part II

What are some things I could do to overcome the obstacles I've checked?

SPIN-OFFS:

1. **Language Arts:** Have students write an essay about their experience in achieving this or some other goal.
2. **Reading/Bibliotherapy:** Have students read a biography of a famous person who has overcome obstacles in order to achieve some difficult goal and make a list of the steps taken.
3. **Mainstreaming:** Students who are bridging the gap between special education and regular education could take a hand in writing part of their own IEP--setting objectives and strategies, as well as proposed dates for achieving these. Students could both be invited to sit in on their own IEP meeting and be given an opportunity to contribute.

WORKSHEET #1: SETTING & ACHEIVING PERSONAL GOALS

SETTING GOALS

I want to achieve the following goal:

By what date (may be changed):

A list of things that I need to do:

Date to begin:

Date to complete:

1.

2.

3.

4.

5.

Worksheet #2: SETTING & ACHIEVING PERSONAL GOALS

RECORD OF MY PROGRESS

My Goal:

Today's date:
What I've accomplished since my last entry:

Today's date:
What I've accomplished since my last entry:

Today's date:
What I've accomplished since my last entry:

Today's date:
What I've accomplished since my last entry:

ACTIVITY: HURTFUL AND HELPFUL BEHAVIORS (developed from lesson taught by LuAnn Cooper, Miner School)

OBJECTIVE: To recall and classify information seen in a video

GRADE LEVEL: Orientation Grades 9--12
Skill Grades 5--6

CONSTRAINTS: This video follows several characters through various drug-related scenarios. It is quickly paced and the scenarios are interwoven, but learning disabled high school students (both moderate and severe) seemed to follow enough of it to lead to a productive discussion. The following activity may assist the students in processing this video

MATERIALS: The Video "Are You Talking to Me?" (Time: 26 minutes)
Available on loan to schools within NSSEO; (708)255-6350. It may also be purchased through Young Star Productions (313-420-0200).

STEPS

1. Introduce the video.

2. Show the video.

3. Have the students try to remember what they have seen.

4. Have the students pool their answers.

CLASSROOM INSTRUCTIONS

Explain that the video is about high school students, many of whom are having problems. Tell the students not to worry about keeping track of all the people in the movie--to perhaps pick a couple to watch carefully. Ask them, *What are these students doing which gets them into trouble? What kinds of things do they do to make their lives better?*

Put the following categories up on the board:
HURT: Things that hurt themselves or other people

HELP: Things that helped themselves or other people

Have the students work in groups of two or three to write a list of all the behaviors they can remember from the video. One student from each group may act as secretary. That student should fold a piece of paper in two and write the words **HELP** and **HURT** at the top of the two columns.

Bring the group back together and have each group contribute to a master list on the board.

--Some items that might be on the **HURT** list include *selling drugs, lying, enabling (covering up), using drugs and alcohol, denying there's a problem, suicide, and driving while intoxicated*

--Some items that might be on the **HELP** list include *seeking help from a counsellor, admitting there's a problem, joining AA, confronting a friend, participating in sports, prayer, asking a girl out, ignoring the pusher, and leaving a bad situation.*

5. Discuss the issue of suicide that is raised in the film.

If the students have not brought up the boy's suicide (the one who shoots himself in the park), ask them how they were affected by what happens with this character. Discuss what he might have done to help himself.

6. Talk about the need to talk to trusted adults.

Discuss the relationships the video characters had with their families. Ask the students, *When are times when you need to talk to an adult? Who can you go to?* Ask each student to name one adult they could go to if they needed to talk or to ask for help.

EVALUATION:

1. Each student should recall at least one behavior from the video in each of the two categories (Help and Hurt).
2. Each student should identify one adult whom they trust enough to talk to when they are down.

VARIATIONS:

1. Depending on the **social maturity** of your students, you may change the size of the small groups or have all the students work on their lists individually.
2. With students who have **limited skills in writing**, you may do the activity orally--asking them to contribute to a list on the board.
3. With students with **limited conceptual skills**, spend some time summarizing what they saw in the video. Perhaps show the video twice.

SPIN-OFF ACTIVITY:

Language Arts: Ask the students to write a short essay to answer the following questions:

- a. Name a person in this video who reminded you of yourself and tell why.
- b. In what ways would you act like this person did? In what ways would you act differently?

ACTIVITY: WHO'S IN CHARGE (3-4 class periods)**OBJECTIVES:**

1. To determine whether a fictional character has an internal or external locus of control.
2. To examine their own locus of control in each of three areas: academic, social, and health.
3. To reflect on how they control their own lives through an essay.

GRADE LEVEL: Orientation Grades 9--12
Skill Grades 7--8

SUBJECT AREA: Psychology, Language Arts, Personal Development, Health

MATERIALS:

1. Chalkboard and chalk
2. Copies of Worksheet #1 short stories (vignettes).
3. Copies of Worksheet #2 the three part self-test.
4. Paper and pens.

STEPS**Period 1**

1. Discuss what it means to be "in charge of your own life."

2. Ask the students to guess what *external control* would mean.

3. Read the short stories and discuss each of the character's sense of control.

4. Relate these vignettes to the students' own lives.

CLASSROOM INSTRUCTIONS

Explain that psychologists have a term called "locus of control." Explain, *When someone has internal control, it means that they see themselves as responsible for what happens to them.* Draw a simple outline of a person on the board. Put a C (for Control) inside the outline.

Ask, *If a person with internal control, feels like they control their life from inside themselves, where would a person with external control see control coming from?* Put a C outside the outline. Explain, *People with external control see themselves as controlled from outside. They don't see themselves as responsible or in charge of their own lives.* Give some examples of images of external control: puppets, robots, androids, slaves. (Worksheet #1)

Read the stories aloud or assign them to the students. Ask the students to describe each of the characters' behavior. Ask, *Do these characters see themselves as being in charge of their life? How do they feel about themselves?* Erase the C's on the board, and ask the students to put a C either inside or outside of the outline for each of the characters.

Ask the students to reflect on any similarities between these characters and themselves.

Period 2-3

5. Administer the self-tests to the students.

Explain that the idea of these self-tests is to examine their own tendencies. Encourage them to be honest. Depending on your group, you may want to distribute only one of the self-tests and discuss it before going on to the others.

6. Have the students score the self-test.

After the students have finished taking the self-test, tell them to go back and copy the numbers from each of their circled answers into the blanks to the right of each item. Stress that each blank should only contain one number. Then have them add up the numbers for each of the three parts.

7. Figure the means for the group in each area.

Make three columns up on the board, one for each part of the self-test: School work, Family and Friends, Body. Ask each student (as they are done) to write their totals in the columns. (You may also do this by having them write the numbers on a tally sheet with three columns.) As a group, add up the totals and divide by the number of students.

8. Ask the students to compare themselves to the group.

Discuss the purpose of the averages: just to get an idea of where they are compared to their peers. Talk about ways in which they would like to be more in charge of their own lives. Discuss ways in which they already feel that they take responsibility. Try to focus on the positive: ways in which students are already in charge and ways in which they would like to take more responsibility.

Period 4 and homework (optional)

9. Have the students write an essay: My Life: Who's in Charge?

Ask the students to write an essay about their lives with the following outline:

- I. Introduction
 - A. Who I am.
 - B. What I'm about to say (that I am in charge or that I'm not in charge of certain aspects of my life).
- II. My school work: How I'm in charge of my success.
- III. Family and Friends: How I'm responsible for getting along.
- IV. My body: How I'm responsible for being healthy.
- V. Conclusion:
 - A. What I've told you.
 - B. One goal for the future.

EVALUATION:

1. Students should determine whether the character in the vignettes is controlled from inside or outside.
2. Students should compare their totals on the self-test to the rest of the group.
3. (Optional) Students should write an essay reflecting on their own locus of control.

VARIATIONS:

1. For students with **lower conceptual level**, the issue of "locus of control" could be skipped. Instead discuss taking responsibility for one's actions.
2. For the **sake of privacy**, you may choose to have the students submit their totals individually.
3. For students with **limited math skills**, you may add up the numbers and do the averaging yourself. The following scoring guidelines are only an estimate:

30--40: You are really in charge of your own life!

20--29: You generally take responsibility for your own actions.

11--19: You could feel more in charge of your own life. What are ways you could take more responsibility?

Below 11: Take charge! Whose life is it anyway!

SPIN-OFF:

1. **Personal Development:** Have students redo one or more of the self-tests after a couple of months have elapsed. Discuss changes and how they reflect new attitudes or behavior.

SHORT STORIES

Story #1: Roger

From the time I started going to Lake Meadows High after my folks moved here, everything has been a complete drag. There's nothing at this school for me. First of all the kids won't even talk to me. They're all into their own thing. Let me give you an example:

I'm standing in the lunchroom when I see this really cute girl talking to this completely ugly boy. I'm not bad looking myself, and I think: what a waste! So I go up to her while Mr. Ugly is still in line and I say, "Hey, why are you wasting your time with what's his name? Let me take you out."

"Bug off," she says to me and starts eating her sandwich. "I'm not interested."

"Just give me a shot," I say, but by then her bowser boyfriend is there.

"May I help you?" he says to me.

I step in front of him and accidentally knock his tray right out of his hands. Well, what does Mr. Ugly do but pick up his carton of milk and pour it right over my head. Then all the other kids started laughing. Can you believe it? What a stinko school this is.

Story #2: Natalie

It's really hard for me to understand why I'm failing English after all the work I've done. Last year I made a B+ in English and I didn't work nearly this hard. It's this new teacher, Miss Pruitt, and all her crazy demands.

Tuesday night I worked on a paper for her for nearly an hour-- from the time *Entertainment Tonight* came on until after *Rozanne* was over. We were supposed to write about a newspaper article, but my mom had already thrown out the paper. So instead I wrote about something I saw on the five-thirty news. After all, news is news.

Anyway I turn it in on Wednesday and Friday she gives it back all marked up with a big flag on top. An F??? "Spelling," Miss Pruitt has written on the top. "Some good ideas but check for grammar."

What is she talking about? How am I supposed to know if something is spelled right? And what's wrong with my grammar? She's written all this code: frag, com, r-o.

So I go up to her and I say (politely), "Miss Pruitt, I'm a B student in English. Perhaps you should talk to my teacher from last year."

And she tells me, "I think you could do better than this, Natalie. Redo this paper over the weekend and hand it in on Monday. If you bring up your grade, I'll erase the F."

"Do it over?" I say. "I've already done it once. And what does this mean, 'frag'?"

Then she opens the text book and shows me all the codes at the back. She expects me to drag the book home on top of everything else when I'm not even going straight home on Friday.

Can you believe it? Now my dad's mad at me because I brought home an F in English when it's Miss Pruitt who's the problem.

WORKSHEET #1: WHO'S IN CHARGE

Story #3: Billy

When Mr. Maxwell called my name on Tuesday I knew what it was about right away. I hadn't handed in my research paper, and I knew I was in for it.

"What's going on?" he asked me. "Did you know the paper was due yesterday?"

"Yes," I admitted. "I had it written down." He stared at me and my face got red. I could have made up some excuse, but the truth was simply that I hadn't finished it. It had been a nice weekend and instead of going to the library, I had gone to the beach with my friends.

"Do you have any of it done?" he asked me. When I nodded he made me bring up all my messy index cards and my notes. He shuffled through these and then made a noise.

"Look," I said. "I don't have an excuse. Can I have until Thursday? I promise to have something to you by then."

"Thursday," he said and handed me back my work. "I'll have to mark it down for being late. And no more extensions, young man."

Well, it was not much fun the next two days, let me tell you. I had to cancel my date with Sally and stay up half the night on Wednesday. My brother was mad because I was typing in our room, so I took the whole thing down to the basement. Maybe it wasn't my best paper, but I had it in on Thursday.

Story #4: Harrison

The bad news in October was this: I was failing Geometry. I knew it wasn't going well as soon as we had the first test. Everyone started writing like crazy and I just sat there looking at my paper. Angles and lines seemed to run together. I didn't even understand the questions.

So when the test came back with a big fat zero at the top, I wasn't too surprised. I'd blown it. The kid next to me had an A on his paper, and he looked right at me and my zero. So I told him, "Well, I didn't study for it."

Then I sat waiting for the bell to ring. Mr. Sinbad went over the test but I didn't listen. What was the point; I'd already blown it.

That night I went home and my dad asked how school was going. "Not so good," I admitted. "Geometry, especially."

"Really?" he said. "I thought you were good at math."

"This isn't math," I said. "It's all these shapes and you have to prove everything. I just don't get it."

"Let me see the book," he said. "Maybe I can explain it to you."

"Ummm. Well, it's at school," I said.

"I see," he said and then he looked at me. "You're giving it your best shot, right?" he asked and, of course, we both knew I wasn't.

The next day I looked at my book in my locker and I thought about taking it home. My dad could help me, possibly. But I still might do badly, and then what would I tell him? At least this way, I hadn't really tried, so it wasn't so bad.

WORKSHEET #1: WHO'S IN CHARGE

Story #5: Katie

Wednesday morning, boy was I late. I woke up late, then the tire on my bike was low. I had to stop at the gas station. By the time I got to school, I missed meeting my friend Carla, and I was supposed to give her back the book she loaned me. It was her algebra book, and now she was already in class. I didn't want to be late for Gym so I ran down to the locker room. It wasn't until lunch time that I finally saw Carla standing in the lunch line.

"Carla," I called to her but she just turned around. She was giving me the cold shoulder treatment.

"Look, I'm sorry," I told her. "I overslept."

"I never should have loaned you that book," she said. "Where is yours anyway?"

"I lost it," I said.

"You lose everything," she said. "Face it, Katie, you're a loser."

"Look," I said. "I know you're mad. You're right to be mad, but I don't lose everything."

"Where's my book then?" she asked.

"I'll get it out of my locker," I said and got out of line. I was going to miss lunch this way, but Carla is one of my best friends. When I got back with the book, I took it over to her table. The lunch line was already shut down.

"Here," I said. Carla was eating and I could see she had calmed down. "Want to ride home together after school," I asked her. "We could stop for ice cream."

"You get out a whole period before me," she said.

"I know that, but I'll wait. It'll give me time to go up to the library and use the algebra book they have there."

So Carla forgave me. Meanwhile, I decided to face the music about my book: fork out the money for a new one out of my savings. So I wouldn't buy that orange sweater I'd been hoping for. Sharing a book with Carla was about to ruin our friendship.

Story #6: Arthur

Yesterday I got an A on my composition. It was some kind of mistake, believe me. I figure the teacher hardly read it. She didn't even write me a note. Usually I do badly, you know C's and D's, so I wasn't going to argue. I guess I'm just lucky.

WORKSHEET #2: WHO'S IN CHARGE

SELF TEST: WHO'S IN CHARGE?

Part 1: Schoolwork

Before you start, cover the numbers to the right with a piece of paper. Then answer the following questions as honestly as possible. Circle the answer that best describes your feelings or actions.

1. Studying helps me do well in school.

- A. Usually _____ (4)
- B. Often _____ (3)
- C. Sometimes _____ (2)
- D. Rarely _____ (1)
- E. Never _____ (0)

2. When I receive a bad grade, it's because I'm not smart enough.

- A. Always _____ (0)
- B. Usually _____ (1)
- C. Often _____ (2)
- D. Sometimes _____ (3)
- E. Rarely _____ (4)

3. When I work hard on something, I do better on it.

- A. Usually _____ (4)
- B. Often _____ (3)
- C. Sometimes _____ (2)
- D. Rarely _____ (1)
- E. Never _____ (0)

4. My teachers give better grades to their favorites.

- A. Always _____ (0)
- B. Usually _____ (1)
- C. Often _____ (2)
- D. Sometimes _____ (3)
- E. Rarely _____ (4)

WORKSHEET #2: WHO'S IN CHARGE

Part 1: Schoolwork

5. It's my own fault when my homework isn't finished.

- A. Strongly Agree _____ (4)
 - B. Agree _____ (3)
 - C. Disagree _____ (2)
 - D. Strongly Disagree _____ (1)
 - E. I never do homework _____ (0)
-

6. When I get a good grade, it's because I'm lucky that day.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
-

7. If you have to study hard, it's a sign that you're not really smart.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
-

8. If something looks like it might be hard, I don't try it.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
-

9. When I get a bad grade, I talk to the teacher about how to raise it.

- A. Usually _____ (4)
 - B. Often _____ (3)
 - C. Sometimes _____ (2)
 - D. Rarely _____ (1)
 - E. Never _____ (0)
-

WORKSHEET #2: WHO'S IN CHARGE

Part 1: Schoolwork

10. When I get a bad grade, I do the work over if possible.

- A. Usually _____ (4)
- B. Often _____ (3)
- C. Sometimes _____ (2)
- D. Rarely _____ (1)
- E. Never _____ (0)

Go back and enter the numbers for each of the answers you circles. (Only one per item.)
Add them up and enter the total here.

TOTAL: _____

WORKSHEET #2: WHO'S IN CHARGE

SELF TEST: WHO'S IN CHARGE?

Part 2: Friends and Family

Before you start, cover the numbers to the right with a piece of paper. Then answer the following questions as honestly as possible. Circle the answer that best describes your feelings or actions.

1. When one of my parents are upset with me, it's because they're in a bad mood.

- A. Always _____ (0)
- B. Usually _____ (1)
- C. Often _____ (2)
- D. Sometimes _____ (3)
- E. Rarely _____ (4)

2. When one of my parents punishes me, I know what I did wrong.

- A. Usually _____ (4)
- B. Often _____ (3)
- C. Sometimes _____ (2)
- D. Rarely _____ (1)
- E. Never _____ (0)

3. People at home blame things on me, even when I had nothing to do with them.

- A. Always _____ (0)
- B. Usually _____ (1)
- C. Often _____ (2)
- D. Sometimes _____ (3)
- E. Rarely _____ (4)

4. I do things to make my parent(s) proud of me.

- A. Usually _____ (4)
- B. Often _____ (3)
- C. Sometimes _____ (2)
- D. Rarely _____ (1)
- E. Never _____ (0)

WORKSHEET #2: WHO'S IN CHARGE

Part 2: Friends and Family

5. My brothers and sisters are the ones who start fights with me.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
-

6. Making friends depends on what your father does for a living.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
-

7. Popular kids are just lucky.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
-

8. When I hurt a friend's feelings, I apologize.

- A. Usually _____ (4)
 - B. Often _____ (3)
 - C. Sometimes _____ (2)
 - D. Rarely _____ (1)
 - E. Never _____ (0)
-

9. My friends talk me into doing stupid things.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
-

WORKSHEET #2: WHO'S IN CHARGE

Part 2: Friends and Family

10. To have a good friend you have to be a good friend.

- | | | |
|--------------|-------|-----|
| A. Usually | _____ | (4) |
| B. Often | _____ | (3) |
| C. Sometimes | _____ | (2) |
| D. Rarely | _____ | (1) |
| E. Never | _____ | (0) |

Go back and enter the numbers for each of the answers you circles. (Only one per item.)
Add them up and enter the total here.

TOTAL: _____

WORKSHEET #2: WHO'S IN CHARGE

SELF TEST: WHO'S IN CHARGE?

Part 3: My body

Before you start, cover the numbers to the right with a piece of paper. Then answer the following questions as honestly as possible. Circle the answer that best describes your feelings or actions.

1. When people take care of themselves, they feel better.

- A. Usually _____ (4)
 - B. Often _____ (3)
 - C. Sometimes _____ (2)
 - D. Rarely _____ (1)
 - E. Never _____ (0)
-

2. If I went to a party and people were drinking, I would leave.

- A. Usually _____ (4)
 - B. Often _____ (3)
 - C. Sometimes _____ (2)
 - D. Rarely _____ (1)
 - E. Never _____ (0)
-

3. People who smoke should go outside so everyone doesn't have to breathe it.

- A. Strongly Agree _____ (4)
 - B. Agree _____ (3)
 - C. Disagree _____ (2)
 - D. Strongly disagree _____ (1)
 - E. It's not my business _____ (0)
-

4. When I don't exercise, it's my own fault.

- A. Strongly Agree _____ (4)
 - B. Agree _____ (3)
 - C. Disagree _____ (2)
 - D. Strongly disagree _____ (1)
 - E. I never exercise _____ (0)
-

WORKSHEET #2: WHO'S IN CHARGE

Part 3: My Body

5. I eat whatever is in the refrigerator.

- A. Always _____ (0)
 - B. Usually _____ (1)
 - C. Often _____ (2)
 - D. Sometimes _____ (3)
 - E. Rarely _____ (4)
- _____

6. I try to look my best each day.

- A. Usually _____ (4)
 - B. Often _____ (3)
 - C. Sometimes _____ (2)
 - D. Rarely _____ (1)
 - E. Never _____ (0)
- _____

7. When people use drugs, it affects how they do in school.

- A. Usually _____ (4)
 - B. Often _____ (3)
 - C. Sometimes _____ (2)
 - D. Rarely _____ (1)
 - E. Never _____ (0)
- _____

8. One reason to drink is to keep friends.

- A. Strongly Agree _____ (0)
 - B. Agree _____ (1)
 - C. Disagree _____ (2)
 - D. Strongly Disagree _____ (3)
 - E. I'm not influenced by what my friends do _____ (4)
- _____

9. I'm responsible for what I put into my body.

- A. Usually _____ (4)
 - B. Often _____ (3)
 - C. Sometimes _____ (2)
 - D. Rarely _____ (1)
 - E. Never _____ (0)
- _____

WORKSHEET #2: WHO'S IN CHARGE

Part 3: My Body

10. Saying "No" to drugs takes a lot of guts, but it's worth it.

- A. Usually _____ (4)
- B. Often _____ (3)
- C. Sometimes _____ (2)
- D. Rarely _____ (1)
- E. Never _____ (0)

Go back and enter the numbers for each of the answers you circles. (Only one per item.)
Add them up and enter the total here.

TOTAL: _____

ACTIVITY: RESUME OF MY FUTURE (2 or more class periods)**OBJECTIVES:**

1. To imagine themselves in a positive way in the future
2. To determine steps they would need to take to reach future goals and to put these on a time line.

GRADE LEVEL: Orientation Grades 9--12
Skill Grades 6--12

SUBJECT AREA: Language Arts, Vocational Education

CONSTRAINTS: This is a long activity and may be done over several sessions. If you choose to complete this activity over several days, you probably want to record the time line in a more permanent way, for instance on butcher paper.

MATERIALS:

1. Butcher paper and a variety of marking pens or colored chalk and a long chalkboard.
2. Copies of the attached Worksheet: RESUME OF MY FUTURE.

STEPS**CLASSROOM INSTRUCTIONS****Period 1**

1. Look at their lives in terms of a time line.

Draw a long line across the chalkboard (or use a long sheet of butcher paper if you want to save the information). Starting with the year of birth of the oldest student in the class, mark off years going 20 years into the future. Draw a star where you are right now--the current year.

2. Fill in the past and near future.

Ask the students to jot down a few events in their pasts and near future that they could mark on this time line. Remind the students, *See this star? This marks where we are right now. So where are you going to write the events in your life so far? Where will you write events in the near future?* Give each student a different color chalk (or pens) and have them mark events such as the following on the time line:

- when they were born
- when they learned to ride a bike
- when they began a sport or hobby
- when they met a good friend
- when they plan to graduate high school

3. Discuss the distant future.

Discuss the difference between the past and the future. Ask, *Can you change the past? Can you change the future? How old will you be in twenty years? What are some things you would like to be doing then?*

Have the students fold a piece of paper into thirds. At the top of each section, ask them to write three things they would like to be doing in twenty years:

1. *LIVING SITUATION*--Who would you like to be living with and where?
2. *JOB*--How do you plan to make money?
3. *LEISURE*--What kinds of things do you want to do with your leisure time?

4. List what they will need to do to get to those goals in 20 years.

For each goal the student listed, have them jot down two or three things they will need to do before that could happen.

For instance, if the goal is to live in a family, they might write down: meet spouse, marry, have children. If the goal is play professional baseball, steps might include playing in the farm league and participating in school sports. If the goal is to run their own restaurant, steps might include raising money, learning to cook, taking a course in food sanitation, etc.

5. Enter these steps and goals on the master time line.

Ask each student to figure out by what year they will need to complete each step so that in twenty years they can be where they want to be. Have them enter these on the time line. Talk about how realistic they are being in terms of time.

Period 2-3

6. Review the idea of a resume.

Explain, *People write resumes to find jobs but they are also a way of looking at what has happened in your life so far.* Review what kinds of things go into a resume: Your name, address, **educational information** (where you went to school, what degrees you have, special training) **work experience** (jobs you have held), **personal experience** (hobbies, community activities, sports), **honors and awards**

7. Have them write a resume of themselves in twenty years.

Give them the handout and ask what information would go under each category. Remind them, *This resume is for the person you will be in 20 years. Remember that it needs to make sense: you need to have the training and experience to be doing the job you want to be doing.* Have them write the dates (years) of each experience they list on their resume.

EVALUATION:

1. Each student will be able to imagine themselves in the future and write a list of steps that they will need to take to become that person.
2. Each student will design a future resume that reflects a positive, proactive self-image of themselves.

VARIATIONS:

1. For **lower functioning students**, the time line portion of this activity could be done by itself. Each student could make an individual time line with their own events.
2. If students find adding on 20 years to be **confusing**, an arbitrary age--for instance 30 years of age--could be used.
3. For students with **limited writing skills**, the teacher could write on the master time line as the students contribute ideas.

SPIN-OFFS:

1. **Business skills:** Students could type up these future resumes (or put them on a computer). They could put them in plastic covers--to preserve them and save them for future reference.
2. **Personal development:** Students could design more short term goals and objectives based on these future resumes (or time lines). See the activity **SETTING AND ACHIEVING A PERSONAL GOAL** included in this unit of the **PRISE Curriculum**.
3. **Vocational education:** When students are working on their real resumes, they could make fantasy resumes, including activities and experiences that they currently wish they had. Discussion could focus on ways to bring their real resumes closer to the ones they wish they had.

WORKSHEET: RESUME OF MY FUTURE

RESUME OF MY FUTURE

NAME (Your name now or your name to be):

EDUCATION:

School:

Subjects studied:

Degree:

Dates of attendance:

School:

Subjects studied:

Degree:

Dates of attendance:

School:

Subjects studied:

Degree:

Dates of attendance:

EMPLOYMENT:

1. Position:

Responsibilities:

Dates of employment:

2. Position:

Responsibilities:

Dates of employment:

WORKSHEET: RESUME OF MY FUTURE

3. Position:

Responsibilities:

Dates of employment:

4. Position:

Responsibilities:

Dates of employment:

5. Position:

Responsibilities:

Dates of employment:

HOBBIES:

PERSONAL INFORMATION (Married? Children? Pets?)

ACTIVITY: SELF ASSESSMENT: CREATING MY OWN MEASURE (4 class periods)

OBJECTIVE: To identify a list of questions with which to assess oneself.

GRADE LEVEL: Orientation Grades 10--12
Skill Grades 9--10

SUBJECT AREA: English, Personal Development

CONSTRAINTS: A task such as this demands quite a bit of self-awareness. While you may use the self-assessments in the activities called **WHAT I'M LIKE: SELF MEASURE** and **WHO'S IN CHARGE?** or create your own (without the participation of the class), the students will get a great deal more from this activity if they frame at least some of the items themselves.

MATERIALS:

1. Large pieces of paper on which to brainstorm ideas or an extra chalkboard (one which you will not need to erase between sessions)
2. Copies of Worksheet #1: MY SELF-TEST.

STEPS

Period 1

1. Introduce the idea of writing a self-measure.

2. Discuss what kinds of things this self-test might cover.

CLASSROOM INSTRUCTIONS

Ask the students if they have ever taken a test in a magazine (see *Scope* or any of the teen magazines for examples) to measure what kind of person they are. Explain that they will be creating a self-test: a way to measure their own skills and behaviors. Tell them that you want them to come up with the items on the test, so that it will measure things that are important to them.

Ask the students what areas of their lives they might test themselves in. Some topics include--
getting along in school
getting along with others
making friends
feeling good about myself (self-esteem)
getting along with the opposite sex
dealing with anger
getting things done
taking care of my health
being in shape

3. Give students the following format to follow.

Select a topic as a group, and make up a series of statements that follow the formats:

When _____ (happens), I _____.

or When it comes to _____, I _____.

Tell them, they will need to answer: Usually, Sometimes, Occasionally, Never.

Explain that for the test to work, they need to think of things that a person should do (rather than things a person shouldn't do). Tell them that these are called Positive Behaviors.

4. Give some examples of test items.

Explain that for the topic, "Getting Along with Others," some statements might include:

When others speak to me, I ask questions about what they said. (Usually, Sometimes, Occasionally, Never)

When I argue with a friend, I do so without exploding. (Usually, Sometimes, Occasionally, Never)

When it comes to standing up for myself, I can do it without making others angry. (Usually, Sometimes, Occasionally, Never)

After a long weekend, I ask people what they did with the time. (Usually, Sometimes, Occasionally, Never)

5. Have the students work individually first.

Pick two or three of the topics which the students have suggested and ask the students to pick one of these about which to write their items. Give them the handout and ask them to come up with statements which they feel would test someone in these areas.

HINT: If students are stuck, ask them questions such as (for the self-confidence topic): *How do you know if someone feels good about themselves? What kinds of things would they do or say? What behaviors does a person who feels good about themselves exhibit?* Remind the students to keep these behaviors positive--ones that show the person has self-confidence.

Period 2-3

6. Have the students pool their responses.

Group the students according to the topic which they selected and have them read their items aloud. As a group, have them devise a self-test for their topics, using some or all of the items from each individual. Hopefully as they work together they will think of other statements which they want to add to their own test.

7. Have the groups figure out how to score the tests.

Ask the original group to determine how the test is to be scored. Ask, *How many points does someone need to have to be considered good at your topic.* Give some examples of scoring categories for the health topic:

35--40 You're in great shape.

25--34 Not bad.

15--24 You could use some work.

Below 15: Better shape up.

Period 4

8. Administer the tests to the class.

Give each group an opportunity to try their test on the class and themselves. Photocopy the final version of the tests from each group.

9. Discuss what they learned from creating these tests.

Ask, *What did you learn by doing this? What did you learn about yourself?*

EVALUATION: Each student should write at least three items on the topic of their choosing.

VARIATIONS:

1. For students who are not able to work independently or in groups, have the entire class work on a single topic, designing one self-test. They can then administer this to another class.
2. For lower functioning students, have them suggest ideas for behaviors in a single area and work together to phrase them as statements.

SPIN-OFFS:

1. **Math:** Have students administer the test to several other classes. Then have them figure various statistical measures (mean, median, and range).
2. **Language Arts:** After the students administer the test to several other classes, have them write a news report entitled **How Students Rate at _____ School.**

WORKSHEET #1: SELF-ASSESSMENT

MY SELF-TEST

TOPIC: _____

Write a statement of a POSITIVE behavior in each blank.

1.Statement: _____

(15)Usually (10)Sometimes (5) Occasionally (0)Never

2.Statement: _____

(15)Usually (10)Sometimes (5) Occasionally (0)Never

3.Statement: _____

(15)Usually (10)Sometimes (5) Occasionally (0)Never

4.Statement: _____

(15)Usually (10)Sometimes (5) Occasionally (0)Never

5.Statement: _____

(15)Usually (10)Sometimes (5) Occasionally (0)Never

6.Statement: _____

(15)Usually (10)Sometimes (5) Occasionally (0)Never

7.Statement: _____

(15)Usually (10)Sometimes (5) Occasionally (0)Never

UNIT TWO INFORMATION ABOUT DRUGS

Objective 2.0: Students will increase their knowledge of the consequences of using alcohol and other drugs.

WHY THIS IS IMPORTANT:

Drug prevention curricula have proven most successful at increasing students' level of information about alcohol and other drugs. While prevention programs have been less successful in changing students' attitudes and behaviors, informational learning is a necessary first step. Decision making--in fact any higher level thinking skill--depends first on possessing a body of knowledge or a *schema*. Due to limited reading skills, poor memory, and isolation from peers, special education students often have deficiencies in their schemas about topics related to drug abuse. This in turn makes decision making more difficult.

While we need to give students the facts they need to make decisions, we want to avoid providing them with information about drugs that will only serve to make them "better consumers." If presented in too neutral a way, the use of alcohol and other drugs can become more appealing and seem less risky to some students. On the other hand, scare tactics are not likely to convince many students of the dangers of drug use--or at least, not for very long. Students are likely to know someone who's used the drug or perhaps have tried it themselves. The immediate consequences of this use may seem to students to be a small price or even a positive outcome; for instance, an enhanced sense of belonging and personal identity. By using scare tactics, we may lose credibility, even trust.

According to the efficacy research, the strategy that works best is to find ways to involve the students themselves both in uncovering and in espousing the dangers of drug use. The more involved students are in their own learning, the greater the change in their attitudes. Since many special education students do not learn easily from loosely structured discussions, planned activities are needed to introduce and reinforce critical concepts. Included in this curriculum are some structured ways to involve students in both cross age and same age interactive activities.

SOME GUIDELINES FOR TEACHING INFORMATION ABOUT DRUGS:

1. Focus on dangers of the gateway drugs, which are alcohol, nicotine and marijuana. Cocaine is sometimes included in the gateway drugs, and could be covered, depending on your students' readiness.

The research indicates that students who don't use the gateway drugs are less likely to go on to try other things. By examining the gateway drugs and focusing on their dangers, we can hopefully head off experimentation with other substances.

UNIT 2: INFORMATION

This is not to say that other drugs are taboo topics, but they need not be the subject of lengthy activities. We don't have to make our kids into drug experts: they don't have to be able to name uppers and downers, to recite the active ingredients in every drug that hits the street. For one thing, this information is constantly changing, but more importantly, it does not impact use--except possibly in the wrong direction!

2. Focus on short term consequences, as opposed to long term ones. This has been shown to be more effective, particularly with anti-smoking programs. Teenagers are more likely to be impressed by short term effects, particularly cosmetic ones: damage to their teeth and skin, decreases in physical endurance and strength, bad breath, and weight gain. Young people are less likely to be concerned about damage that won't show up for twenty or thirty years, for example damage to the heart and liver.

3. Give students a role in their own learning. To as much of an extent as possible, structure the activities so that you (or another adult) are not the sole spokesperson for all the dangers and consequences of using alcohol and other drugs. Included in this curriculum are activities that will give students opportunities to recognize the consequences of drug use and to share this information with each other as well as with younger students. Discussion questions are included which frame the issues in a no-use way.

4. Avoid joking or light references to drugs including alcohol. When discussing drug information, maintain a serious atmosphere. Teasing a student about his or her drinking gives all the students a confusing message.

5. Avoid discussions where students share their own experience with drug use except in a therapeutic context. Even with the best of intentions, these discussions can easily turn into students telling war stories or engaging in competitive misery or even simply bragging about drugs they've done (or wish they'd done). Like it or not, alcohol and other drugs symbolize coming of age in America. What may appear on the surface to be real sharing, may in fact be a kind of status building. Students may be proud of having smoked or gotten drunk--even of having done something *under the influence* which to us, as adults, seems patently stupid.

One way around this kind of bragging is to focus the discussion: to clarify early what will be talked about. Ask students to save their own experiences for a different forum (for instance journal writing or discussion with their counselors). Also let students know that there will be consequences for whatever they say--that you will take their words at face-value. (See #6 below).

6. Make it clear from the start that information that you learn about student use of alcohol and other drugs will be taken seriously and passed along to the appropriate counselor within your school. Prevention is a part of the overall Student Assistance Program.

UNIT 2: INFORMATION

SUMMARY OF PRISE ACTIVITIES UNIT 2: INFORMATION ABOUT DRUGS

1. ACTIVITY: DRUG VERSUS FOOD

GRADE LEVEL: Orientation Grades K--2

Skill Grades K--1

TIME FRAME: 2 class periods

SUBJECT AREA: Science, Personal Development

SUMMARY: Students use a definition to decide (sort) which of an assortment of items is a drug or a food.

2. ACTIVITY: BINKY'S BODY AND THE PURPLE PILL

GRADE LEVEL: Orientation Grades K--6 (Two story versions)

Skill Grades K--3 (without worksheet)

Grades 3--5 (with worksheet)

TIME FRAME: 2 class period activity (with worksheet)

SUBJECT AREA: Language Arts

SUMMARY: Students listen to a make-believe story in which a character's internal organs react to the use of a drug by complaining. Afterwards the students finish the story and write their own version by filling in blanks on a worksheet.

3. ACTIVITY: MEDICINES AND OTHER DRUGS

GRADE LEVEL: Orientation Grades 1--6

Skill Grades 2--3 (variation for non-readers)

TIME FRAME: 3 class periods

SUBJECT AREA: Science, Personal Development

SUMMARY: Students differentiate medications from other drugs and share personal experience. The difference between prescription and over-the-counter medications is clarified and students examine the label of prescription medicines. The activity ends with a discussion of ways in which medications may be dangerous if used inappropriately.

4. ACTIVITY: EFFECTS OF NICOTINE: THE SMOKING MACHINE

GRADE LEVEL: Orientation Grades 2--12

Skill Grades 2--3

(Optional last step--Grade 5)

TIME FRAME: 1--2 class periods

SUBJECT AREA: Science, Health

SUMMARY: Student witness an experiment with a smoking machine. Older students write down what they learned; younger students say these aloud. The activity ends with a discussion of long and short term effects.

UNIT 2: INFORMATION

5. ACTIVITY: TAR IN THE LUNGS

GRADE LEVEL: Orientation Grades 4--8
Skill Grades 2--3

TIME FRAME: 2 class periods

SUBJECT AREA: Science, Health

SUMMARY: Students experience 3 demonstrations of the effects of smoking: 1. Using molasses, they see the amount of tar that collects in the lungs of a smoker in one year. 2. Using glue they examine what happens when this tar hardens. 3. Breathing through a straw, they experience what it might be like to have emphysema. Discussion focuses on the short and long term effects of smoking on the body.

6. ACTIVITY: CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING?

GRADE LEVEL: Orientation Grades 6--9
Skill Grades 5--6

TIME FRAME: 1 or 2 class periods

SUBJECT AREA: Math, Personal Development

SUMMARY: Students participate in a quiz show in which they guess what percentage of students are either using or declining to use drugs. The goal of this activity is to correct (and lower) students' misconceptions about the prevalence of drug use. (Research has indicated that students' overestimations of peer use may encourage their own use.)

7. ACTIVITY: READING THE LABEL

GRADE LEVEL: Orientation Grades 7--10
Skill Grades 5--6

TIME FRAME: 3 class periods

SUBJECT AREA: Science, health

SUMMARY: Students learn the components of over-the-counter labeling and complete a worksheet on a single medicine. This activity may be conducted as a field trip to a drug store.

8. ACTIVITY: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES

GRADE LEVEL: Orientation Grades 7--10
Skill Grades 5--6

TIME FRAME: 2 to 4 class periods (need not be consecutive.)

SUBJECT AREA: Language Arts, Personal Development

SUMMARY: Students apply the information they have about the effects of three gateway drugs (marijuana, cocaine, and alcohol) to four different scenarios involving high school students. In each of four short stories, the detective Sleuthman must decide which, if any, drugs a student may be taking.

UNIT 2: INFORMATION

9. ACTIVITY: SIGNS OF USE; SIGNS OF HEALTH

GRADE LEVEL: Orientation Grades 8--12

Skill Grades 5--6

TIME FRAME: 1--2 class periods

SUBJECT AREA: Personal Development, Health

SUMMARY: Students examine both the signs that someone is using drugs and the signs of someone who is healthy. Students match descriptions of people with each of the gateway drugs: alcohol, cigarettes, marijuana, and cocaine as well as with non-use. The issue of enabling is introduced (optional), and may lead to a further examination of the roles of friends and family in drug use (See ENABLING AND EMPOWERING in Unit 5: Nurturing Relationships).

10. ACTIVITY: TRIAL BY ORGANS: CROSS AGE THEATER

GRADE LEVEL: Orientation Grades 9--12

Skill Grades 7--8

TIME FRAME: 2 week activity

SUBJECT AREA: Language Arts, Theater

SUMMARY: Students read and produce a humorous play involving a trial in which the defendant's organs testify against him. The play is designed to be performed in front of a group of younger students along with a discussion of the issues raised in the play.

11. ACTIVITY: RESEARCH: THE EFFECTS OF DRUGS

GRADE LEVEL: Orientation Grades 9--12

Skill Grades 7--12 (depending on sources)

TIME FRAME: 3--4 class periods

SUBJECT AREA: English, Social Studies

SUMMARY: Students gather information from articles in the popular press about the effects of drugs. Working in small groups, students present this information as a panel of experts and then answer questions from the rest of the class. Topics include the four gateway drugs, problems caused by drugs, and health issues.

12. ACTIVITY: ARGUMENTATION

GRADE LEVEL: Orientation Grades 9--12

Skill Grades 7--10 (depending on sources)

TIME FRAME: 4--5 class periods

SUBJECT AREA: English, Social Studies

SUMMARY: Students gather information to support a controversial anti-drug measure. Several worksheets lead them through the steps of organizing their evidence into an argument to be presented to their peers. Topics include treatment vs. jail for pregnant addicts, defacing drug billboards, drug testing for pilots and athletes, further restrictions on tobacco sales, and jail terms for drunk driving.

UNIT 2: INFORMATION

13. ACTIVITY: LIFE SPAN AND SMOKING: READING A TABLE

GRADE LEVEL: Orientation Grades 10--12

Skill Grades 6--7

TIME FRAME: 1 class period

SUBJECT AREA: Math, Statistics

SUMMARY: Students examine a table of statistics and answer a series of questions about life expectancy and smoking.

ACTIVITY: DRUG VERSUS FOOD (suggested by an activity in *Here's Looking at You 2000*) (2 class periods)

OBJECTIVES:

1. To label which of several common consumables are either food or drugs.
2. To name a trusted adult who can give them medicine.

GRADE LEVEL: Orientation Grades PreK--2
Skill Grades PreK

SUBJECT AREA: Science, Personal Development

CONSTRAINTS: To prepare students for this activity, ask them to sort items into two groups: **Food and Not Food**, even before raising the issue of drugs. Gather items similar to those listed below as well as household cleaning supplies, Crisco and pet food. Discuss which of the items are food for humans and which ones are not good to eat.

MATERIALS:

1. Bring in as many of the following items as you can find:
 - Drugs** such as a cigarette, a bottle of aspirin (or substitute), a bottle of prescribed medicine, a variety of over-the-counter remedies, a can of beer, a bottle of vitamins, a can of cola.
 - Foods** such as an apple, loaf of bread, water, empty milk carton, soup can, tuna fish can, box of cereal, package of noodles.
2. A large brown paper bag. Put all of the items you've collected in the bag.
3. Two signs: **FOODS** and **DRUGS**. Put these on two different desks.

STEPS

Period 1

1. Discuss food with the students.

2. Define "drug."

3. Read the definition aloud; then break it down.

CLASSROOM INSTRUCTIONS

Ask the students, *What is food? How do you know something is food?* Discuss the qualities of food: *We eat it. It makes us feel full when we're hungry. It has taste.* Have each student give an example of food.

Write the following definition on the chalkboard: **"A drug is something that is NOT food. When you put a drug in your body, it changes the way your body works. Never use a drug without the help of an adult you trust.** (from *Here's Looking at You 2000*)

Ask the students if any of the foods that you have named so far are drugs. Ask, *Is a tomato a drug?* Ask the students, *How can a drug change the way your body works? What are some things that can happen?*

Examples of changes include: *It can stop your stomach from hurting. It can make you sleepy. It can make you act funny. It can make you sick to your stomach. It can make you feel happy. It can make you act mean.*

4. Determine which items are food and which are drugs.

Have each student draw one item from the bag and decide whether to put it front of the **FOODS** sign or in front of the **DRUG** sign. Encourage the students to challenge each other--if they think something is on the wrong table. Spend a little extra time on **cola and coffee**, discussing caffeine and how it affects the body. Also discuss **vitamins** and how they can be dangerous, if taken in the wrong amounts.

Period 2

5. Discuss the dangers of drugs.

Ask, *Why is it important to know if something is a drug or a food? What should you do if you're not sure if something is a drug or a food? What are some ways that drugs can hurt you?*

6. Discuss when we need to take drugs.

Ask the students if there are times when drugs are good. Ask, *What do we call drugs that can make us better when we are sick?* Explain that these are called medicine. Ask the students to tell of a time when they had to take a medicine to feel better. Ask them to tell who gave them that medicine and where it came from.

7. Talk about the phrase "an adult you trust."

Go back over the definition of a drug and focus on the last sentence. Ask each student to name who can give them a drug, such as a medicine. Ask each student to name an adult that they trust.

EVALUATION:

1. Each student should be able to correctly label at least one food and one drug.
2. Each student should be able to identify a trusted adult who can give them a medicine when they need it.

VARIATIONS:

1. If you feel it is **confusing** for your students to label both food and drugs, you could simply ask them to differentiate **FOOD and NOT FOODS**.
2. Another version of this activity is available in *Here's Looking at You 2000 Curriculum*. A worksheet is used with pictures of the following: cigarettes, water, aspirin, antibiotics, vitamins, apple, cough syrup, hamburger, beer, popcorn. The students cut out the pictures and paste them on a frog's pond over the words: "This is a drug" or "This is not a drug." This curriculum is available through CSEDI. (A teacher made version of this same approach could include pictures from magazines which the students paste on one of two posters.)

SPIN-OFFS:

- 1. Health:** Expand the list of items in this activity to include other items such as pet food and cleaning supplies. Talk about what to do with things that are neither food or drugs. Lists could be made of **THINGS THAT ARE GOOD TO EAT** and **THINGS THAT ARE NOT GOOD TO EAT**.
- 2. Health:** To clarify concepts about taking medicines, go on to another activity in this unit called **MEDICINES AND OTHER DRUGS**.
- 3. Family Involvement:** Ask parents to tour their homes with their youngster and to label drugs that they find. Give the students small stickers to use to mark these items-- either a skull and cross bones or another symbol of danger. Alexian Brothers Hospital has developed a packet with stickers for this purpose, which is available free of charge:

Alexian Brothers Medical Center
Health Promotion Department
850 West Beisterfield Road
Elk Grove Village, IL 60007
(708) 437-5500 Ext. 3683
(708) 981-3675
- 4. Language Arts:** In order to reinforce the dangers of consuming an unknown medicine, you might follow this activity up with one in this unit: **BINKY'S BODY AND THE PURPLE PILL**.

ACTIVITY: BINKY'S BODY AND THE PURPLE PILL (1-2 class periods)

OBJECTIVE: To become aware of the internal organs of the body and how they can be affected by drugs.

GRADE LEVEL: Orientation Grades K--6
 Skill Version 1: Grades K--3
 Version 2: Grades 4--5

SUBJECT AREA: Language Arts, Science

CONSTRAINTS: This activity will be enhanced by viewing the video, *Drugs, Alcohol, and Your Body* first. Student will need to be familiar with the fact that they have internal organs. Additional activities could be used to help students understand the function of their internal organs. For instance, the American Heart Association kit includes activities and a stethoscope to help students learn about their hearts.

MATERIALS:

1. The pictures of the internal organs that are available through CSEDI along with the picture of Binky. Two versions of these organs are available--with or without facial features. Either set will work fine for this activity, depending on the age and sophistication of your students.
2. You may either draw a large body outline on the blackboard or use the one available through CSEDI. (255-6350) In either case attach the body organs with masking tape
3. Copies of one version of the story. (Version 1 is for younger children; Version 2 for somewhat older students.)
4. Copies of the Worksheet: THE RETURN OF BINKY'S BODY

STEPS**Period 1**

1. Review the internal organs.

2. Position the organs inside the outline of the body.

3. Review some facts about these organs.

CLASSROOM INSTRUCTIONS

Explain, *Inside each of our bodies we have body parts that you can't see from the outside. They're called our organs and we need them to be healthy.*

Give students a chance to come up and put the organs in the body outline. Ask the others students to point to where the organs are in their own bodies.

Ask the students to tell what they know about each organ:

The heart pumps blood into all the blood vessels.
 The lungs send oxygen/air to the whole body.
 The stomach grinds up food.
 The kidneys clean out the blood.
 The liver finds poisons and removes them.
 The brain tells the whole body what to do.

4. Read the story of Binky and the Purple Pill (Version 1 or 2).

Either the teacher or the students may read the story aloud. As you get to each body part (heart, lungs, stomach, liver, kidneys, brain), point to the organs in the outline. Ask the students to point to the parts on their own bodies.

5. Let the students finish the story.

Ask the students, "What's going to happen now?"

Period 2 or homework

6. Have the students write a story about Binky and the ____.

Let the students decide what Binky will try next. Use the worksheet that follows this activity. Students could read these stories aloud to the group.

EVALUATION: Each student should state or write one physical problem Binky might have as a result of eating an unknown substance.

VARIATIONS:

1. For students with **shorter attention spans**, have them hold the body parts during the story and participate in telling the story by repeating the lines their characters speak.
2. For **older or more sophisticated** students, allow them to write their own stories (rather than using the worksheet).

SPIN-OFFS:

1. **Art:** Have students illustrate the stories that they write in the last step. Each student could have a different organ to illustrate. A bulletin board could be used to tell the story of what happens to the organs when a drug is ingested.
2. **Science:** Have the students act out the roles of the various organs and show how they would respond to a number of situations (smoking, running, drinking alcohol, drinking coffee). Gather the following props (or substitutes) to assist students with this activity:
 - For the heart: a bicycle pump
 - For the lungs: balloons
 - For the stomach/intestines: a mixing bowl with either pretend food or a mixture of flour and water along with a spoon (or egg beater).
 - For the liver: an assortment of buttons or other small objects
 - For the kidneys: brooms and mops
 - For the brain (one prop for each student): toy walkie-talkies, telephones, stop and go signs, megaphones.
3. **Science:** Have Binky try other substances besides the purple pill--perhaps a drink or a cigarette and have the students role play what the different organs might say.

STORY #1: BINKY'S BODY

BINKY AND THE PURPLE PILL (Version 1)

Once there was a body named Binky with some very loud organs. Now sometimes you can hear your stomach talking. Binky's body made a lot of noises; his organs actually talked. For real!

(How many of you can hear your stomachs talking? What are they telling you when they grumble or make noises?)

The organs inside Binky's body had names. First of all, Binky had two lungs. The left one was called **Lou Lung** and the right one was **Lulu Lung**. When Binky would breathe in good clean air, Lou and Lulu said, "Ah, thanks. Feels great."

Near Binky's lungs was his heart. Binky's heart was named **Holly Heart**, and she was full of goodness and energy. When she beat, she rapped, "Thunk bitty dunk. I'm full of spunk."

Lower down in Binky's body was the organ where his food went when he ate. First it traveled down a tube called the esophagus. Waiting at the end of that tube was **Stuart Stomach**. "Gulp, yum," said Stuart Stomach when Binky ate something great. "Time to churn and mix it up."

Binky also had some other organs that were really hard workers, whose job it was to keep him safe. First of all there was **Lilly Liver**. Lilly Liver looked through Binky's blood and pulled out anything that didn't belong. Day and night the liver looked for things that might hurt Binky. Lilly Liver made sure nothing got by her. Here's what she said as she looked at all that blood: "Okay, Okay, Okay, this boy's okay. Okay, okay."

Binky had two more worker organs to keep him safe and these were **Kasey and Kippy, the Kidney Kids**. They worked at cleaning up also. They checked out Binky's food and sent wastes out of his body every time he went to the bathroom. "Keep it clean," they sang as they worked.

Binky had one more organ inside his body that talked more than all the others put together.

(Who can guess what it is? It's the most important organ of all and it always has something to say. It's the organ that helps you make decisions. It's also the one that tells your other organs what to do. ... Yes, it's the brain.)

Binky's brain was called **Buster Brain** and Buster was full of new and different things to say, but we'll hear more from him during the story.

One day Binky was at home, listening to all his organs talking away, when he saw something on the floor. It was small and purple. Binky bent over and picked it up.

STORY #1: BINKY'S BODY

"Well, what do you know," Binky said. "It's a pill, the cutest little purple pill."

Right away Buster Brain started to talk. "Purple," Buster Brain said. "What things are purple? Grapes, violets, eggplants, dresses, candy.... Maybe it's candy. Go ahead, Binky," Buster Brain said. "You know Stuart Stomach loves sweets."

"Looks good to me," Binky said and popped the pill in his mouth. It didn't taste good, and it didn't taste bad. Binky swallowed it easily.

At first nothing happened. The purple pill travelled down inside Binky's esophagus until it arrived in his stomach. Right away Stuart Stomach knew something was wrong.

"What is this?" Stuart Stomach asked. "This is not food! Ouch! It's making all the food taste bad. Yuck!"

"Churn faster," Buster Brain yelled at Stuart Stomach. "Push it through or throw it up. Get it out, out, out."

"Ouch, churn. Oooh, I hurt," cried Stuart Stomach. "Churn, push, out it goes. Ouch."

By then, Binky's lungs and heart had started to complain. "I'm going too fast!" cried Holly Heart. "Too fast and hard. Bump, bump, bump, bump. Too fast! Oh, help, help!"

Lou and Lulu Lung clung to each other and cried, "Gasp! Gasp! We can't breathe!"

Binky's liver and kidneys were crying now. Lilly Liver was really upset. "Not okay, not okay," she cried. "This boy is sick, sick, sick!"

Then the Kidney Kids joined in. Kippy and Kasey wailed as they tried to clean out Binky's insides: "What a mess. A terrible mess."

Buster Brain was almost out of his head. All his thoughts kept running into each other. "Faster," he called to all the organs. "Work faster. Breath faster, beat faster, push faster, clean faster... Don't stop. Rush!!! Hurry!! Help!!!"

Binky's organs worked faster and faster until finally they just couldn't work any more and poor Binky fell down on the floor. His organs were all worn out. Everything hurt and Binky felt terrible. "Call for help!" ordered Buster Brain.

"Ma!" yelled Binky. "Maaaaa!"

Lucky for Binky, his mother was home and came running right away.

Now you tell the rest of the story. What's going to happen now?

STORY #2: BINKY'S BODY

BINKY'S BODY AND THE PURPLE PILL (Version 2)

Once there was a fellow named Binky who wasn't too smart about what he'd try. He was always putting stuff in his mouth. He'd eat stuff that most people would look at and say, "Yuck, you've got to be kidding. Me, eat that?" But not Binky. If he found some chewing gum on the sidewalk, he'd pry it up and try it. That's the kind of kid he was.

Usually Binky didn't get sick, but his organs weren't too happy. You remember what organs are, don't you? All those inside guys that keep you going--like your heart and lungs? Well, his organs were worried.

First there was his heart whose job it was to pump blood to the whole body. HEART was spunky. She had a lot of heart, as they say. But sometimes she would complain to her friends THE LUNGS about Binky.

Binky's lungs were twins. They were busy breathing air in order to keep Binky supplied with oxygen. Sometimes they had to gasp or wheeze or even cough because of some of the things Binky tried. THE LUNGS agreed with HEART. They were not happy with Binky in the least.

And let's see, who else? Oh yes, poor STOMACH, he got the worst of it. Everything Binky ate went there first. STOMACH was tired, tired, tired of grinding up all this crazy stuff.

And then of course, there was the clean up crew, always working overtime. LIVER was exhausted from having to watch for tiny poison bits in Binky's blood. She never knew what the silly lad would pick up to eat. And don't forget THE KIDNEYS, trying to clean him out. The two of them were pushing mops day and night.

Now there was one organ that ran all the others. He was little bossy maybe, but a brain is the most important organ that a person has. Or at least that's what Binky's brain thought. Unfortunately, BRAIN, smart as he was, couldn't always make Binky listen. And that's how it happened:

Binky found a pill, a small purple pill. "Wow," Binky said. "Purple! Now this could be great."

"Careful," BRAIN warned. "It could be poison."

"Aw, come on," said Binky, "What's the big deal. One pill's not going to hurt me. A purple pill could really make me feel good."

"Or bad," said BRAIN. "A purple pill could really make you feel bad."

STORY #2: BINKY'S BODY

"But how am I going to know?" asked Binky, (who as I told you before, was not too smart a guy). "If I don't try it." With that he popped the pill inside his mouth.

Right away STOMACH knew something was wrong. "What in the world is this?" STOMACH cried, but what could he do but grind up the pill?

Oh my, did it hurt and pretty soon STOMACH, not to mention all those tubes going in and out of him (like Binky's esophagus and intestines), were really burning. A major belly ache, that's what Binky had, but by now that was the least of it. The purple pill was in his blood stream and headed right for his heart.

HEART started racing. That's what the purple pill did to her. Forget thump-dump. HEART's beat kept getting faster and faster, pumping blood harder and harder until she cried, "This is it. I'm going to burst!"

Right next to her The Lungs were gasping, trying to keep Binky from passing out. Neither lung could get enough air and they were hurting too. "Help," LEFT LUNG called to RIGHT LUNG. "Breathe harder, faster."

"I can't," panted RIGHT LUNG. "Tell LIVER to clean out that blood, quick."

But LIVER was caught under an avalanche. The blood was rushing through her so fast, she couldn't keep up. The purple pill had left so many poison bits she couldn't get them out fast enough. As more and more poison slid by her, Binky felt worse and worse. And by now, (believe you me) Binky felt bad.

THE KIDNEYS swept and swept but the mess was unbelievable, and Binky had to run to the bathroom. I don't want to tell you what did in there, but it wasn't pleasant and he almost didn't make it.

BRAIN was not amused. "This is embarrassing. This is downright dangerous I can barely think," he told Binky who was lying on the bathroom floor, trying to pull his pants back up. "You'd better call for help."

"Ouch," Binky groaned. "I hurt everywhere."

"Did you hear me?" BRAIN ordered. "Call for help!" Finally Binky did. Fortunately his mother was home.

Now you tell the rest of the story. What's going to happen now?

WORKSHEET: BINKY'S BODY AND THE PURPLE PILL

THE RETURN OF BINKY'S BODY

Write your own story about Binky and his talkative organs. Tell what happens when Binky finds something he wants to try, for instance:

a can of strange bubbly liquid

a soggy cigarette

a bottle of brown syrup

or something you make up: _____

Pick **one** of these.

Fill in the blanks and add your own details.

Binky and the _____

One day Binky was walking down the street when he saw something on the ground.

It was a _____.

He knew he shouldn't try it, but Binky _____

_____.

First it went to Binky's Stomach. His Stomach said, " _____

_____."

His Heart felt: _____.

She said, " _____."

The Lung Twins started to _____.

the Lungs said, " _____"

Next his Liver and the Kidney Kids got involved. Here's what happened to them: _____

_____.

Then Binky's Brain had his say. " _____

_____, " he told Binky.

Binky felt _____. He decided to

_____.

Finally _____

_____.

ACTIVITY: MEDICINES AND OTHER DRUGS (1-2 class periods)**OBJECTIVES:**

1. To differentiate medicines from other drugs.
2. To be aware of some rules for taking medicines.
3. To state circumstances in which medicines may be dangerous.

GRADE LEVEL: Orientation Grades 1--6**Skill** Grades 3--4 (see variations for non-readers and older students)**SUBJECT AREA:** Science, Personal Development**CONSTRAINTS:**

1. For younger students, this activity should follow the Activity called DRUG VERSUS FOOD.
2. For older students, the emphasis in this activity should be on reading and understanding labels on medications.

MATERIALS: Bring in a variety of prescription and over-the-counter medications, including vitamins, aspirin (or substitute), and cough syrup. Try to locate at least one empty package of over-the-counter medicine for every two students in the classroom.

STEPS**CLASSROOM INSTRUCTIONS****Period 1**

1. Remind the students of the definition of a drug:

"A drug is something that is NOT food. When you put a drug in your body, it changes the way your body works. Never use a drug without the help of an adult you trust."
(from *Here's Looking at You 2000*)

2. Discuss the use of drugs as medicines.

Ask the students if there are times when drugs are good for us. Explain, *Medicines that we take are also drugs.* Ask the students, *Why do we take drugs?* Explain, *We take drugs sometimes to feel better when we're ill and to keep us from getting ill. But we must take drugs only when we need them, and when the doctor says we should have them.*

3. Ask the students to talk about medicines that they have taken.

Ask them, *Who gave you these medicines?* Discuss some of the reasons why medicines are prescribed by doctors. Allow students to share as much information as they feel comfortable with on this topic, remembering that their medical history may contain confidential and sensitive information.

Period 1-2

4. Differentiate prescribed medicines from over-the-counter medicines.

Ask the students to explain the difference between medicines we get from the pharmacist versus those we buy over the counter. Put out a display of medicines of both varieties and ask the students to help you sort them into two groups. Explain that both are drugs and must only be administered by an adult.

5. Discuss that with medicines it is important to only take a certain amount.

Explain, *The amount you take is called the dose. Scientists figure out how much we need of medicines and it's very important to take just that much. When a doctor writes down a prescription, the druggist (or pharmacist) writes the information on the container.* Explain that companies that make over-the-counter drugs also do research to figure out how much people should take. Explain that taking the wrong dose of a medicine (taking too much) can be just as dangerous as taking illegal drugs.

6. Describe the information on a bottle of prescribed medicine. (See Variations for non-readers.)

Go over the following:

Patient's name: Who should take the drug (and no one else).

Doctor's name: The name of the person who examined you and decided you should take this medicine.

The dose: The amount you take and how often.

The date: When this medicine was purchased. Drugs, like food, do not last forever. When they get old, they change and may no longer be good to take.

Stickers: These small signs put on prescribed medicine often give warnings or additional information, for example to stay out of the sun when taking the medicine or not to use it with certain foods.

Period 2

7. Describe the information on the packaging of over-the-counter medicine.

Divide the students into dyads and give each pair an empty package of an over-the-counter medicine. Ask the students to locate the brand name and to tell what the medicine is for. Ask them to find the dosage for both adults and children and to read the warnings and expiration date. With older students, ask them to read the other sections of the label: see Variation #1 below.

8. Review the difference between medicines and other drugs.

Read the following list of drugs and ask the students to identify which are medicines: *aspirin, cigarette, tetanus shot, marijuana, beer, cough syrup, cocaine, whiskey, cold pills.* (Add some of the medicines that you have brought in or which the students have mentioned to this list.)

9. Ask the students when medicines can be dangerous.

Help the students to identify the following circumstances:

- When you take too much.
- When you don't follow the directions.
- When you take them without an adult around.
- When someone besides an adult gives them to you.
- When you take medicines prescribed for someone else.
- When you take them with another drug (especially one that is contra-indicated).

EVALUATION:

1. The students should be able to identify which of several medicines are over-the-counter and which are prescription.
2. The students should be able to correctly label which of several drugs are medicines.
3. The students should identify some of the ways in which medicines can be dangerous.

VARIATIONS:

1. For **older students**, go over the other information on the over-the-counter medications and discuss what each of the categories means: indications, dose, ingredients, contra-indications, warnings, and expiration date. Discuss why this information is necessary for consumers to know. Also see Spin-Off #1 below.
2. For **non-readers**, go over the material verbally. Skip Step 6 and explain instead that a bottle of prescription medicine includes information which must be read by an adult.

SPIN-OFFS:

1. **Consumer Education:** A more advanced activity called **READ THE LABEL** is included with this curriculum. This activity looks at the product information on over-the-counter medications.
2. **Nutrition:** Bring in a number of food packages and ask students to read the labels, in particular the ingredients (printed in order of quantity) and the nutritional breakdown.

ACTIVITY: THE SMOKING MACHINE (adapted from activity in *Living without Tobacco* in the Contemporary Health Series)

OBJECTIVE: To identify the effects of smoking on the lungs

GRADE LEVEL: Orientation Grades 2--12
Skill Grades 2--3

SUBJECT AREA: Science, Health

CONSTRAINTS:

1. This activity is designed to be completed with the one on tar that follows.
2. Students should have some understanding of the respiratory system, especially the lungs.

MATERIALS:

1. Copies of Worksheet #1: YOUR RESPIRATORY SYSTEM (with labels.
2. Smoking Machine which may be borrowed from the CSEDI Project (255-6350) or constructed by the teacher (Directions are included at the end of this activity--Worksheet #2: HOW TO MAKE A SMOKING MACHINE).
3. Cigarette and matches

STEPS

1. Trace the path of cigarette smoke into the lungs.

2. Introduce the smoking machine.

3. Open a window and start the smoking machine.

CLASSROOM INSTRUCTIONS

Explain, *When someone smokes a cigarette, they put it in their mouths and suck on it. Where does the smoke go?* Have students point on their bodies, to the areas where the smoke travels--*inside your mouth, down your trachea* (have them put their hand on their throats), *and into your lungs*. Have students inhale and place their hands on their rib cages so they know where their lungs are. Give them one picture of **Your Respiratory System** and have them color the path air takes when we breath.

Explain that this machine can be used to smoke a cigarette--to show what happens to the smoke after it goes into our bodies where we can no longer see it. Give each student a clean cotton ball to put into the machine. Ask, *What does your cotton ball look like now?* (Save some clean cotton balls to compare after the experiment.)

Close the lid tightly. Near the window, light the cigarette and pump until the cotton balls begin to turn brown. (This should not take more than one cigarette.) Discuss how the cotton balls are like the clean pink tissue inside our bodies.
NOTE: Do not open the machine in the room.

4. Discuss what has happened to the cotton balls.

Ask, *What color are the cotton balls now? What do you think would happen to the clean pink tissue inside your lungs when you smoke?* Compare the cotton balls in the machine with clean ones.

5. Tell the students that the substance they see on the cotton is tar. Discuss the effect of tar on the lungs.

Explain that tar coats the lungs, including the air sacs. With the tar on the air sacs, you can't take in as much air. Ask the students how this would make someone feel--not to be able to get as much air?

6. If the situation allows for it, take the machine outside, or hold it out the window, and open it.

Have the student stand upwind. Describe the contents of bottle? Ask, *How does it smell? What does this suggest about a smokers breath?* Take the cotton balls out to compare them again to the clean ones.

7. Introduce the issue of second hand and side-stream smoke.

Ask, *Can children and pets (nonsmokers) also have tar on their lungs? How would it get there?*

8. Brainstorm the short term effects of smoking.

Ask the students, *What else have you noticed about smokers? What happens to their teeth? What do their hands look like? Do basketball players smoke? Why not?*

9. Introduce the long term effects of tar.

Explain that tar accumulates in the lungs. (More about this is demonstrated in the next activity called TAR IN YOUR LUNGS.) Tar can cause lung cancer and other lung diseases like emphysema and bronchitis.

10. Ask each student to write down (or state) three things they learned during this demonstration.

Have each student take out a piece of paper and write down three things that they learned. Then have them read these aloud and make a master list on the board of everyone's observations and conclusions. (See Variation #1)

EVALUATION: Each student should be able to name three things that they learned. These might include information about how tar accumulates in the lungs, about side stream smoke, about the dangers of smoking, or about how cigarette smoke enters and leaves the body.

VARIATIONS:

1. **More advanced students** could focus on the difference between observations and conclusions.

Observations might include:

- The cotton became browner, the longer the cigarette was lit.
- The bottle filled with smoke.
- The smoke from the cigarette moved around the room even with the window open.

Conclusions might include:

- Tar from cigarettes coats the tissue of the lungs.
- Nonsmokers are likely to inhale nicotine and tar if they are around a smoker.
- Children (whose lungs are smaller) are at greater danger.

SPIN-OFFS:

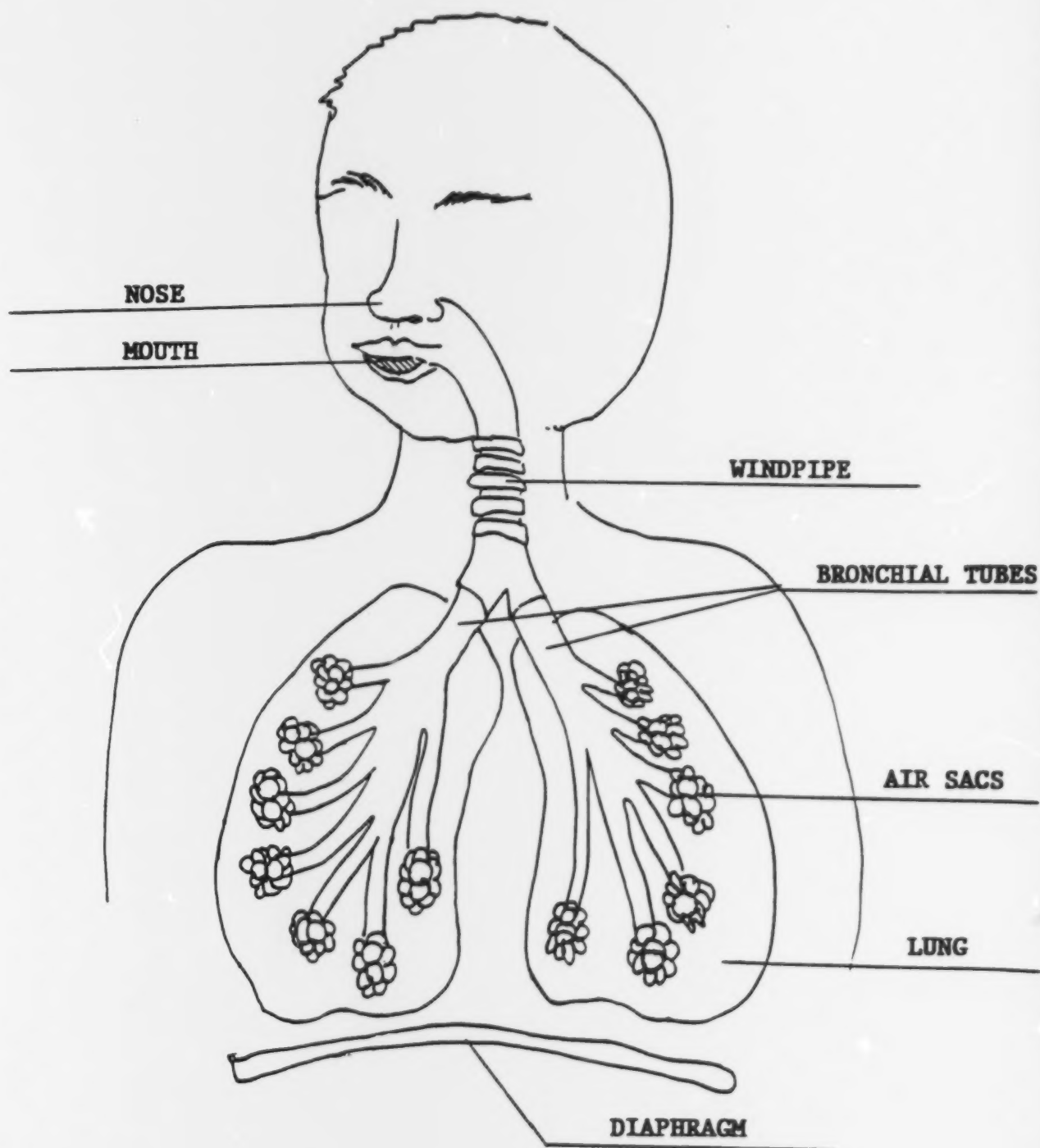
1. **Science:** The activity that follows includes an additional experiment showing the accumulation of tar in the lungs as well as a structure for reinforcing the concepts introduced above.
2. **Research:** Have the students read about the issue of side-stream and second hand smoke. Side-stream comes from the tip of a cigarette while second hand smoke is the smoke that's left after the smoker exhales. Have the students brainstorm a list of effects on nonsmokers. Explain that even people who do not smoke can have lung problems if they are around a smoker.
3. **Research:** Have the students conduct a survey among students and teachers in your school. They might ask questions such as the following:
 - In some schools, teachers are not allowed to smoke, even in the lounge, because smoke escapes into the hallway and can harm students. Do you agree with this policy?
 - Smokers are no longer allowed to smoke on certain air plane flights. Do you agree with this policy?

As a class conduct a survey among students and teachers in your school. Select 2 or 3 statements that could be answered:

STRONGLY AGREE
AGREE
DISAGREE
STRONGLY DISAGREE

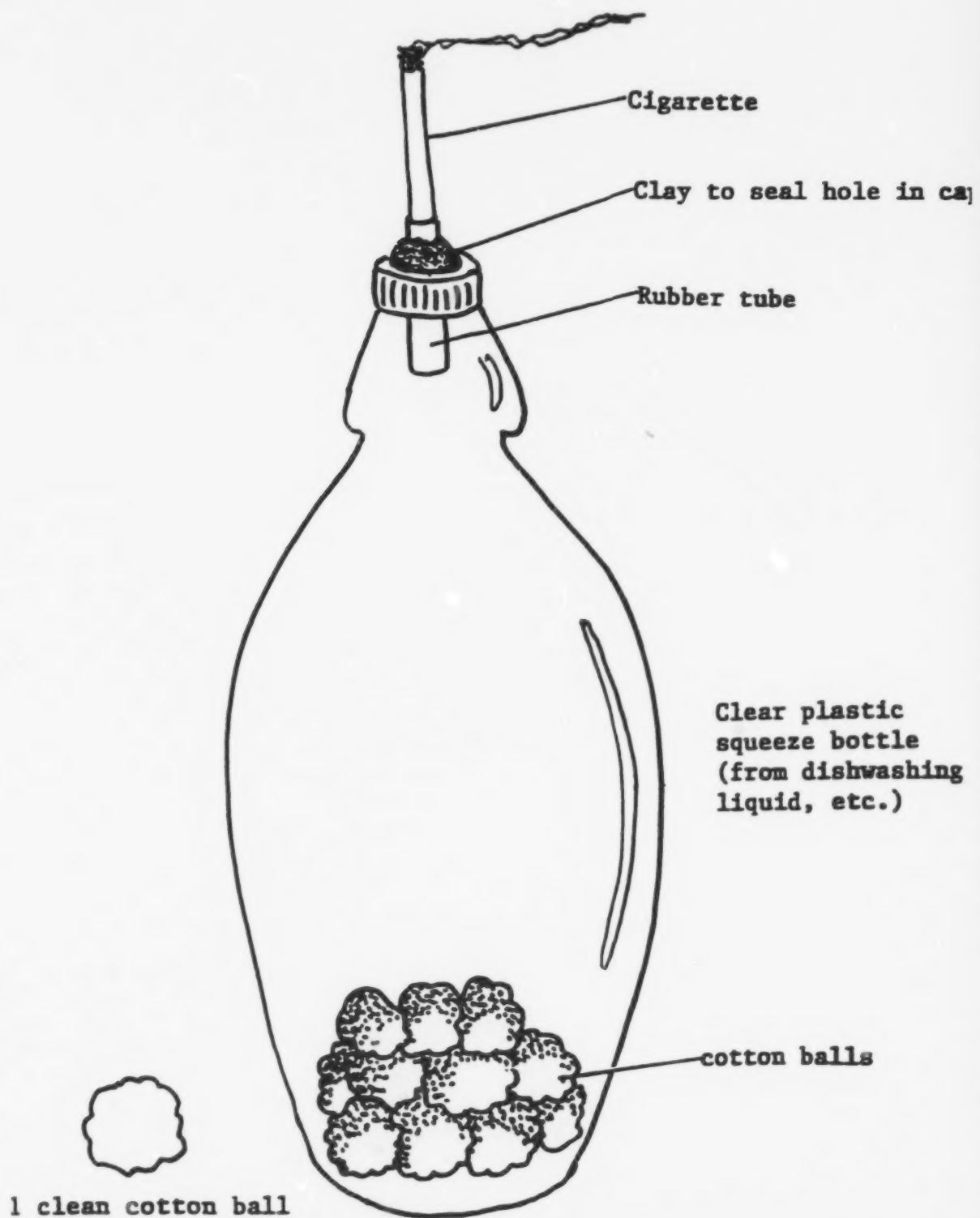
WORKSHEET #1: THE SMOKING MACHINE

YOUR RESPIRATORY SYSTEM



WORKSHEET #2: THE SMOKING MACHINE

HOW TO MAKE A SMOKING MACHINE



ACTIVITY: TAR IN YOUR LUNGS (adapted from activity in *Living without Tobacco* in the Contemporary Health Series)

OBJECTIVE: To identify the effects of smoking on the lungs and other organs.

GRADE LEVEL: Orientation Grades 4--8
Skill Grades 2--3

SUBJECT AREA: Science, Health

CONSTRAINTS:

1. This activity is designed to be completed after the "Smoking Machine." If you choose not to use the smoking machine, spend some time talking about the pathway smoke takes into the lungs.
2. Students should be aware of the make-up of the lungs--that they contain air sacs and cilia. A picture accompanies this activity which may be used as an overhead transparency and as a worksheet.

MATERIALS:

1. Copies of Worksheet #1: YOUR RESPIRATORY SYSTEM (no labels).
2. Overhead Transparency: YOUR RESPIRATORY SYSTEM (with labels).
3. One cup of molasses.
4. A tall thin, clear container.
5. Glue and an index card.
6. One three inch piece of drinking straw for each student.

STEPS

1. Introduce the parts of the respiratory system.

2. Review the fact that tar collects on the lungs when a person smokes.

3. Explain that low-tar cigarettes and filters don't help very much.

CLASSROOM INSTRUCTIONS

Distribute copies of the picture, *Your Respiratory System* and have students label the following parts:

Mouth, nose, windpipe, lungs, air sacs, diaphragm. Have them draw in cilia along the windpipe. Explain, *The cilia are like tiny brushes that keep our air passages from getting clogged. They clean out any dirt.*

Ask, *What substance collects on a persons' lungs when they smoke? (Remember how the cotton balls turned brown in the smoking machine? What caused that?)*

Ask, *Why do you think people smoke cigarettes with filters? Explain, They are trying to lower the amount of tar they breathe in, but it doesn't help very much. Sometimes, filter cigarettes have even more tar and nicotine than those without filters. Even low-tar cigarettes still contain quite a lot of tar.*

4. Demonstrate how much tar a pack-a-day smoker would inhale in just one year.

Slowly pour ONE CUP of thick, dark syrup or molasses into a tall thin clear container. Tell them, *This is like tar - the kind that comes from cigarettes*. Ask the students to guess when you will stop pouring. Remind the students this is just one year's worth of tar.

5. Discuss the effects of tar on the cilia.

Remind the students that cilia are tiny hairs that keep the passageways (windpipe) into the lungs clean and clear.

Swish the molasses around in the bottle, and ask the students what effect tar might have on the cilia. Ask, *What would happen when the cilia got coated with tar? Why would that make it harder to breathe? Can the cilia do their cleaning job?*

6. Discuss the effects of tar on the air sacs.

Remind the students that the air sacs need to be rubbery and stretchy in order to fill up with air as we breathe in.

Explain, *The tar also coats the air sacs in our lungs*. Squirt a little glue and ink on a card and let it dry. Explain, *The tar in the lungs doesn't stay runny like molasses; eventually it will turn hard. When that happens, the air sacs can't stretch to let in air. We breathe, but there is no where for the air to go.*

7. Demonstrate how it would feel to be short of breath--one of the effects of Emphysema.

Give each student a 3 inch piece of straw. First have students (those without physical restrictions) run in place for one minute. Then have them try to breathe through the straw. They should stop when they feel too uncomfortable. Ask, *Did you gulp for air? If you had emphysema, would you be able to take a deep breath?*

8. Review the information about low-tar cigarettes and filters.

Explain that using low-tar cigarettes does not help much: *Tar still builds up, and almost as quickly*. Remind them that some brands with filters actually have more tar and nicotine than those without filters.

9. Remind the students that you have just been looking at effects of cigarettes on the lungs.

Explain, cigarettes also affect other parts of the body. Ask the students to name some of these. Tell them, *Cigarettes also damage the heart, teeth, tongue, mouth, esophagus, bladder, pancreas, and liver. They also can harm the fetus if the mother smokes.*

EVALUATION: Students will participate in the experiments and be able to answer the following question: *What happens to the lungs when a person smokes?* Their answers might include the following:

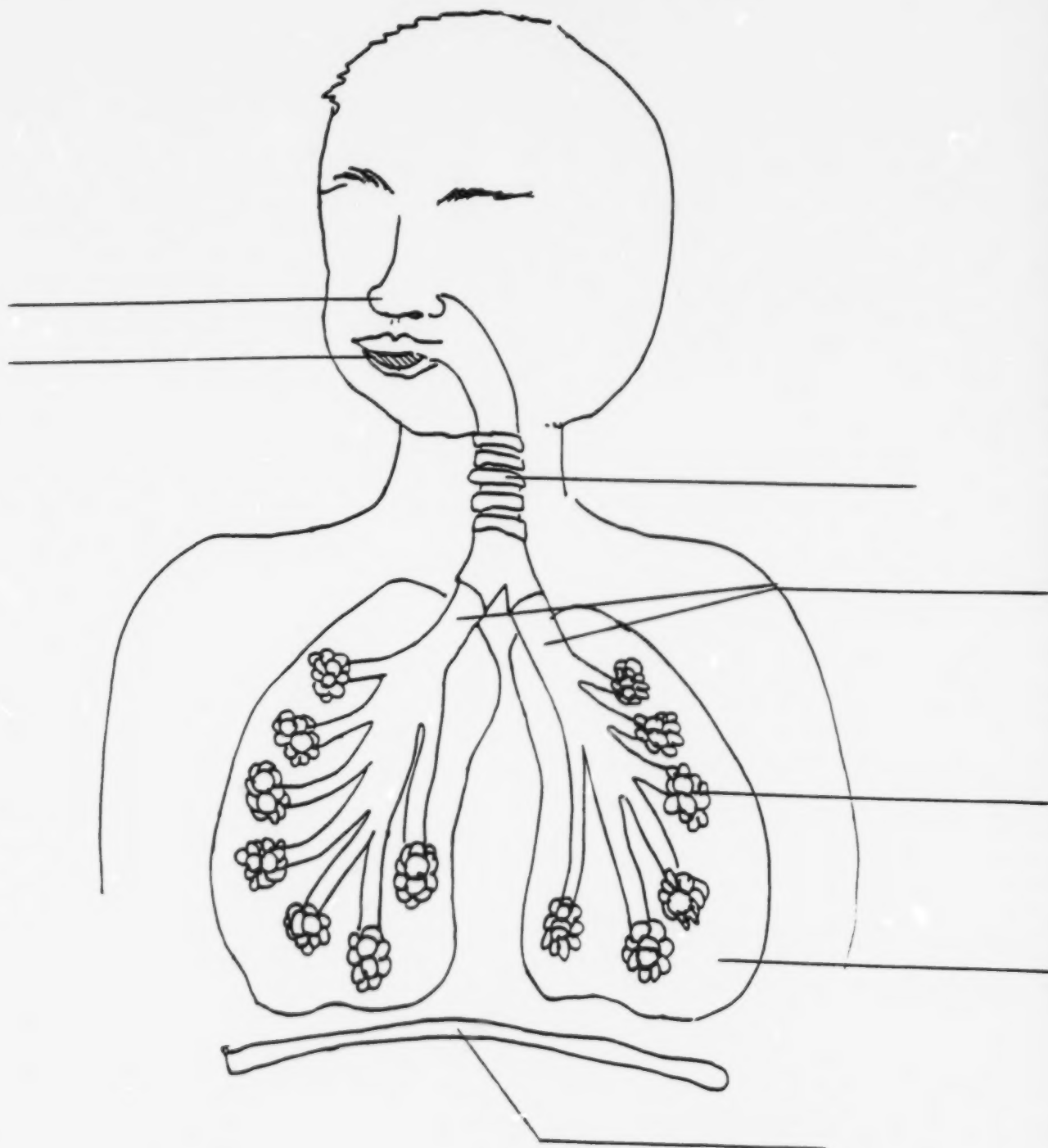
- They work less well.
- They cannot hold as much air.
- They are coated with tar.
- They turn brown.
- The cilia gets gummed up.
- The air sacs can't stretch.
- The person can get emphysema or cancer.
- The person cannot catch their breath or has to gulp for air

VARIATIONS: For students with breathing restrictions: Have them distribute the drinking straws (step 6). If appropriate, these students might discuss their own breathing problem and how this condition affects their lives.

SPIN-OFFS:

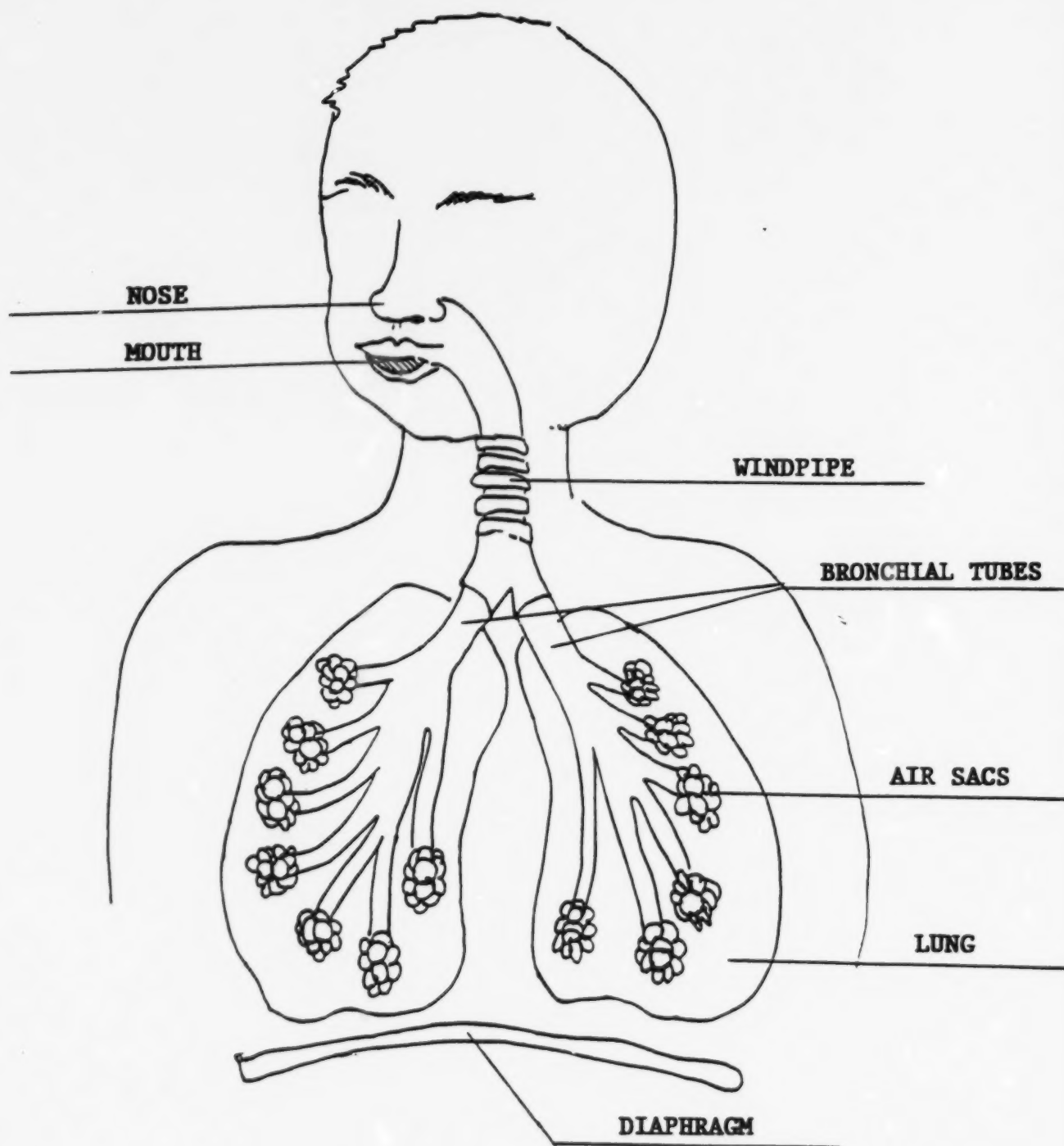
1. **Science:** To review you might use: "What we know about Tobacco"; a True False exercise on page 45 of *Into Adolescence: Living without Tobacco*. This exercise introduces other important issues about Tobacco and its effects on the body.
2. **Health:** The CSEDI library contains a high number of publications about smoking, including coloring and comic books, posters, curriculum, etc. See the resource list at the end of this curriculum for some of what's available. In addition the American Cancer Society has a large library of resources: 1-800--ACS-2345. Their branch office is at 113 N. Northwest Highway in Palatine 60067 (Phone: 358-3965).

YOUR RESPIRATORY SYSTEM



OVERHEAD TRANSPARENCY: TAR IN YOUR LUNGS

YOUR RESPIRATORY SYSTEM



ACTIVITY: CHANGING MISCONCEPTIONS: HOW MANY KIDS ARE USING?
(modeled after the "What Do You Know" Radio Show)

OBJECTIVES:

1. To correct their own misconceptions about the prevalence of drug use among peers.
2. To describe the current trend toward decreased use of the gateway drugs.

GRADE LEVEL: Orientation Grades 6--9
Skill Grade 5--6

SUBJECT AREA: Math, Personal Development

TEACHER NOTE: According William Hansen, Ph.D. (cited in the *Student Assistance Journal* May/June 1981), prevention programs which provide education about the norm of drug use of students' peers are more successful in delaying the onset of drug use among 7th and 8th graders. Moreover, students at this age appear to overestimate the amount of drug use among their peers, for instance; **only 14% of 7th graders report having smoked in the prior month while typically 7th graders guesstimate that about 50% of their classmates smoke.** Those students who overestimate cigarette use are more likely to begin using.

CONSTRAINTS:

1. The group must be familiar with percentages and simple descriptive statistics.
2. The "What Do You Know?" Game Show is on WBEZ (91.5 FM) on Saturday morning at 10 AM. It's not necessary to listen to it, but you might pick up some tips on being the announcer for this game. You might also ask the students to listen to it as preparation for the activity.

MATERIALS:

1. Make a copy of the attached worksheet and cut it into slips with one question on each. Put these in a "hat" and mix them up.
2. A set of silly prizes for the winning group. Old t-shirts, toys, or magazines. Make sure you have one item for each player on a team.
3. An answer key is included.

STEPS

1. Review applications of percentages.

CLASSROOM INSTRUCTIONS

Ask the students, *Let's say there are 100 students in our school. If two of them smoke cigarettes, what percentage smoke cigarettes? What if fifteen of them smoke cigarettes? What if 81 of them have never smoked cigarettes, what percentage have never smoked?*

2. Introduce information from surveys.

Explain to the students that the National Institute on Drug Abuse (NIDA) has been taking statistics on how many students in U.S. schools use alcohol and other drugs.

Ask the students, *What are statistics? What kinds of things can statistics tell us?* Explain that the NIDA began taking statistics in 1975. Explain, *Sometimes they take information on high school seniors but they also gather information on students in the lower grades.*

3. Discuss the prevalence of alcohol and other drug use among students in the 1990's.

Ask the students, *Do you think a lot of kids your age are using alcohol and other drugs? Do you think alcohol or other drug use is up from ten years ago or down?*

4. Tell the students you are going to play a game called "What Do You Know?"

Explain that this is a lot like the radio game on Public Radio. Divide the students into two or more teams. Explain that you are going to ask some questions about drug and alcohol use. Each team will have a chance to discuss their answer before deciding. Explain, *Each correct answer is worth five points. There are prizes for the team with the highest score.*

5. Play the game, giving all the teams an equal number of randomly selected questions.

Keep score on the blackboard. If appropriate for your group, have the students on the competing team ask the questions to their opponents. (They should draw the questions out of the "hat" one at a time.) **In case of a tie, have the teams guess what percentage of high school seniors have never used cocaine. (90%).** Give the prizes to the team that is closest.

6. After you are out of questions, ask the students if they were surprised at any of the statistics they heard.

Ask, *Is drug use going up or down? Do most students use drugs? What do most students say about how their friends feel about drugs?*

EVALUATION: Ideally, the students should begin to adjust their guesses in the direction that the statistics are headed: toward less use and more circumspect behavior. The students should be able to describe these trends. The first SPIN-OFF activity below could also be used to help evaluate students' understanding.

VARIATIONS:

1. In order to give students **more visual cues**, provide a copy of the questions (without the correct answers starred).
2. For students **with limited concentration**, an overhead of the questions could be made in order to **keep track of correct answers**. This could be consulted in order to examine trends.
3. **Higher functioning** students and/or secondary students could select their own statistics (from the news) about which to write questions.

SPIN-OFFS:

1. **Math:** Have students show visually one thing they have learned from these statistics. Ask the students to select one set of statistics that they found surprising or interesting and to think of a way to show this with a picture. Give them some models to use: for instance, a graph of the changes in statistics over the last ten years or two pie diagrams to show these changes. Or have them start with the phrases: **Most kids don't** and **Most kids do**. Discuss what "most" means.
2. **Leadership:** The students in your class could use this game to teach another group of students. This could be done with same age peers or with younger students with similar math skills.

WORKSHEET: CHANGING MISCONCEPTIONS

1. In a research study of seventh graders across the United States, what percentage reported having smoked cigarettes in the last thirty days?

- A. 67%
 - B. 50%
 - C. 14%
 - D. 2%
-

2. In a national survey in 1988, what percentage of eighth grade boys reported having tried chewing tobacco or snuff?

- A. 62%
 - B. 55%
 - C. 21%
 - D. 12%
-

3. What percentage of eighth grade students in the United States have tried cocaine at least once?

- A. 51%
 - B. 45%
 - C. 9%
 - D. 5%
-

4. Out of 100 tenth grade students, how many reported using an inhalant within the past month?

- A. 3
 - B. 5
 - C. 12
 - D. 18
-

5. What percentage of students think smoking cigarettes is dangerous to their health?

- A. 94%
 - B. 86%
 - C. 52%
 - D. 29%
-

6. What percentage of students think that using marijuana even occasionally is dangerous to their health?

- A. 81%
 - B. 75%
 - C. 65%
 - D. 14%
-

WORKSHEET: CHANGING MISCONCEPTIONS

7. What percentage of students feel that their close friends would disapprove if they smoked cigarettes?

- A. 99%
 - B. 86%
 - C. 76%
 - D. 43%
-

8. What percentage of students feel that their close friends would disapprove if they smoked marijuana even occasionally?

- A. 81%
 - B. 71%
 - C. 61%
 - D. 51%
-

9. What percentage of students feel that their close friends would disapprove if they tried cocaine?

- A. 95%
 - B. 93%
 - C. 82%
 - D. 23%
-

10. In 1979, over 36% of high school seniors reported having used marijuana in the past month. Ten years later, in 1989, what percentage of high school seniors reported having used marijuana in the past month?

- A. Around 61%
 - B. Around 40%
 - C. Around 22%
 - D. Around 16%
-

11. In 1979, over 71% of high school seniors had used alcohol in the past month. Ten years later, in 1989, what percentage of high school seniors reported having used alcohol in the past month?

- A. 94%
 - B. 78%
 - C. 60%
 - D. 32%
-

12. In 1977, over 19% of high school seniors smoked a half pack or more of cigarettes on a daily basis. Eleven years later, in 1988, what percentage of high school seniors reported having smoked a half pack or more on a daily basis?

- A. Around 25%
- B. Around 20%
- C. Around 15%
- D. Around 10%

WORKSHEET: CHANGING MISCONCEPTIONS

13. In 1979, over 41% of high school seniors reported having been drunk (over five drinks) in the past two weeks. Ten years later, in 1989, that percentage had changed to...

- A. 53%
 - B. 43%
 - C. 33%
 - D. 23%
-

14. In 1979, 12 percent of high school seniors said they had used cocaine in the previous year. Ten years later, in 1989, what percentage of high school seniors said they had used cocaine in the previous year?

- A. Around 13%
 - B. Around 6%
 - C. Around 5%
 - D. Around 2%
-

ANSWER KEY: CHANGING MISCONCEPTIONS

Note to teacher or student announcer: Keep this page a secret. Make a copy of this page and cut the questions into strips. Pull the slips one at a time.

1. In a research study of seventh graders across the United States, what percentage reported having smoked cigarettes in the last thirty days?
*C. 14%
2. In a national survey in 1988, what percentage of eighth grade boys reported having tried chewing tobacco or snuff?
*D. 12%
3. What percentage of eighth grade students in the United States have tried cocaine at least once?
*D. 5%
4. Out of 100 tenth grade students, how many reported using an inhalant within the past month?
*B. 5
5. What percentage of students think smoking cigarettes is dangerous to their health?
*B. 86%
6. What percentage of students think that using marijuana even occasionally is dangerous to their health?
*B. 75%
7. What percentage of students feel that their close friends would disapprove if they smoked cigarettes?
*C. 76%
8. What percentage of students feel that their close friends would disapprove if they smoked marijuana even occasionally?
*A. 81%
9. What percentage of students feel that their close friends would disapprove if they tried cocaine?
*B. 93%
10. In 1979, over 36% of high school seniors reported having used marijuana in the past month. Ten years later, in 1989, what percentage of high school seniors reported having used marijuana in the past month?
*D. Around 16%

ANSWER KEY: CHANGING MISCONCEPTIONS

11. In 1979, over 71% of high school seniors had used alcohol in the past month. Ten years later, in 1989, what percentage of high school seniors reported having used alcohol in the past month?

*C. 60%

12. In 1977, over 19% of high school seniors smoked a half pack or more of cigarettes on a daily basis. Eleven years later, in 1988, what percentage of high school seniors reported having smoked a half pack or more on a daily basis?

*D. Around 10%

13. In 1979, over 41% of high school seniors reported having been drunk (over five drinks) in the past two weeks. Ten years later, in 1989, that percentage had changed to...

*C. 33%

14. In 1979, 12 percent of high school seniors said they had used cocaine in the previous year. Ten years later, in 1989, what percentage of high school seniors said they had used cocaine in the previous year?

*B. Around 6%

ACTIVITY: READ THE LABEL (2-3 class periods)

OBJECTIVE: To locate and identify information on an over-the-counter package of medicine.

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

SUBJECT AREA: Science, Health

CONSTRAINTS: This activity requires the ability to read very fine print, which may require a magnifying glass for some students (and adults!).

MATERIALS:

1. A copy of the enlarged label included with this activity. This may be used as an overhead transparency or as a handout.
2. Depending on which option you select, you will need to collect different materials:
 - Option 1:** If you can obtain permission from a local drug store, this activity can be done as a field trip. Students will then need something hard to write on such as notebooks or clip boards along with copies of Worksheet #1.
 - Option 2:** Ask the students to bring in several over-the-counter medicines (preferably the empty packaging) from their homes. Use Worksheet #2
 - Option 3:** Bring in a variety of packages of over-the-counter medications, including, if possible, examples of the following: cold medicines, painkillers, indigestion aids, cough syrups and nose sprays. (See list at the end of this activity).

STEPS**Period 1**

1. Define what is meant by over-the-counter medicine.

2. Examine the packaging for one medicine.

CLASSROOM INSTRUCTIONS

Ask the students to name some medicines which can be bought in a drug store (or a grocery store) without a prescription. Explain, that these products are drugs and they are called over-the-counter medicines. {If you are using Option 2, ask the students to bring in a variety of over-the-counter medicine (preferably the empty packages) from their homes. Send home a note to parents explaining what they will be doing.}

Go over the enlarged label for Sudafed and identify the following:

Product Name: Sudafed
Chemical Name: Pseudoephedrine Hydrochloride
Strength: 30 mg. each
Quantity: 24 Tablets
(continued on next page)

Ingredients: Substances that are in this medicine, including "inactive ingredients." Discuss that these will be *in order as to how much is present* in the medicine.

Indications: What this medicine is intended for.

Directions: When and how this medicine is to be used. On some products, this is called **Dosage** or **Usual Dosage**.

Warnings: Problems that can occur when taking this medication.

Drug Interaction Precaution: Dangers which may occur if this medicine is taken with another drug. (Sometimes called **contra-indications**.)

Information about what to do in the case of an overdose.

Warning about children.

Storage information.

Expiration date: Date beyond which this medicine is no longer as effective.

Price: Often this must be taken off the shelf since prices may not appear on the products themselves.

3. Discuss the dosages for adults versus children.

Ask, How much Sudafed should someone give a child who is 8 years old? How much should someone give a child who is 18 months?

Explain that some medications are available in a special form for children under a certain age. Put up the overhead for Junior Strength Tylenol and go over the dosage information. (You may also use this label as an additional example with which to discuss product information.)

Period 2

4. Explain the research assignment.

Give each student a specific over-the-counter brand name to research, varying the types of drugs: antacids, antihistamine/decongestants, analgesics (pain killers), an antitussive (cough syrup), inhalants. A list of these is included below. Distribute the worksheets and go over the questions. Discuss where they will find the information on each package.

If you will be going to the drug store (Worksheet #1), discuss appropriate behavior while they are there. Otherwise, give each student a package to examine.

5. Monitor progress on the assignment.

Assist the students in finding the products and information to complete the worksheet.

Period 3

6. Report back on what's been learned.

After the students have completed their research, have them share what they learned with their classmates. Ask each student to select one fact about the medicine they researched which they found interesting or surprising or which they think other people need to keep in mind.

EVALUATION: Each student should be able to fill out the worksheet correctly, locating and copying the appropriate information.

LIST OF OVER-THE-COUNTER MEDICATIONS
(Others may be substituted)

COLD MEDICINES**Antihistamines-Decongestants**

Sudafed
Chlor-Trimeton
Dristan
Neo-Synephrine
Benadryl
Actifed
Dimetapp
Waltap

PAINKILLERS**Analgesics**

Tylenol
Advil
Midol
Anacin-3
Bufferin AF
Exedrin
Aspirin
Motrin
Ecotrin

INDIGESTION AIDS

Antacids
Mylanta
Maalox Plus
Gelusil
Riopan Plus
Alka-Selzer

COUGH**MEDICINE**

Antitussives
Robitussin
Vicks Formula
44
Dimetapp
Chlor-Trimeton
Syrup

NOSE SPRAYS**Inhalants**

Dristan Nasal Spray
4 Way Nasal Spray
Vicks Sinex

VARIATIONS:

1. If some of your students have **more limited reading skills**, this activity could be done in dyads with two students (one with higher skills) researching a single medication.
2. For students with **limited reading skills**, preteach the vocabulary included in Step 2.

SPIN-OFFS:

1. **Science/Math:** Have the students pool their information and design a chart to display it. Give them the following categories with which to construct a matrix:

Brand Name
Dosage
Price
Price per Dose
Warnings
Drug Interactions

2. **Consumer Education:** Have the students research several drugs in the same category, for example analgesics. Have them compare price per dose and price per mg.

OVERHEAD TRANSPARENCY #1: READ THE LABEL

Junior Strength TYLENOL®

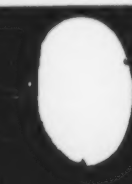
acetaminophen

For Ages 6-12

Fewer Tablets
Needed for
Relief of
Fever and Pain

30 CAPLETS
160 mg each

Easy-to-
Swallow
Caplets



Junior Strength
TYLENOL®
acetaminophen
For Ages 6-12
Easy To Swallow Caplets

Junior Strength
TYLENOL®
acetaminophen
EXP. 11
For Ages 6-12



0045-0470-15 7

Junior Strength TYLENOL®

acetaminophen

For Ages 6-12

Easy to Swallow Caplets

Junior Strength TYLENOL® Easy-To-Swallow Caplets for Ages 6-12

acetaminophen

Junior Strength TYLENOL® Caplets reduce fever fast and effectively relieve the aches and pains of colds and flu, headaches, muscle aches, sprains and overexertion.

Junior Strength TYLENOL Caplets are the right choice for ages 6-12:

- Requires fewer tablets per dose because each caplet contains twice the fever and pain relief medicine of one children's chewable tablet.
- Contains no aspirin and are unlikely to cause the serious side effects that may occur with aspirin in children and teenagers.
- Uniquely shaped, small, coated caplets are easy-to-swallow and scored for more accurate dosing.

DOSEAGE: All dosages should be taken with liquid and may be repeated every 4 hours, but not more than 5 times daily.

AGE (yr)	Under 6	6-8	9-10	11	12
WEIGHT (lb)	Under 48	48-59	60-71	72-95	96 and over
CAPLETS	Consult Physician	2	2½	3	4

WARNING: Do not use if carton is opened or if a blister unit is broken. Keep this and all medication out of the reach of children. In case of accidental overdosage, contact a physician or poison control center immediately. Consult your physician if fever persists for more than 3 days or if pain continues for more than 5 days. As with any drug, if you are pregnant or nursing a baby, seek the advice of a health professional before using this product. Not for children who have difficulty swallowing tablets.

See end panel for expiration date. Store at room temperature.

Inactive ingredients: Cellulose, Ethylcellulose, Magnesium Stearate, Sodium Lauryl Sulfate, Sodium Starch Glycolate and Starch.

McNeil Consumer Products Co.
Division of McNeil-PPC, Inc. Fort Washington, PA 19034 USA

©McN 1989

OVERHEAD TRANSPARENCY #2: READ THE LABEL

Sudafed
EXP 2/9/85

Sudafed®

Pseudoephedrine Hydrochloride

Nasal Decongestant

Relieves nasal and sinus congestion
due to colds or hay fever.

Without Drowsiness

24 TABLETS 30 mg each



Sudafed

Only the Sudafed® brand name on your purchase assures that
this product was manufactured by Burroughs Wellcome Co.
Our heritage is our commitment to excellence.

**SAFETY SEALED: This product
protected with sealed blister units.
Do not use if any are torn or broken.**

Sudafed

NH-24
A39577

Sudafed

Each tablet contains pseudoephedrine hydrochloride 30 mg. Also contains: acacia, carnauba wax, dibasic calcium phosphate, FD&C Red No. 3 Lake and Yellow No. 6 Lake, magnesium stearate, polysorbate 60, potato starch, povidone, sodium benzoate, stearic acid, sucrose and titanium dioxide.

INDICATIONS: For temporary relief of nasal congestion due to the common cold, hay fever or other upper respiratory allergies, and nasal congestion associated with sinusitis; promotes nasal and/or sinus drainage.

DIRECTIONS: To be given every 4 to 6 hours. Do not exceed 4 doses in 24 hours. Adults and children 12 years of age and over, 2 tablets. Children 6 to under 12 years of age, 1 tablet. Children 2 to under 6 years of age, use Children's Sudafed Liquid. For children under 2 years of age, consult a physician.

WARNINGS: Do not exceed recommended dosage because at higher doses nervousness, dizziness or sleeplessness may occur. If symptoms do not improve within 7 days, or are accompanied by a high fever, consult a physician before continuing use. Do not take this preparation if you have high blood pressure, heart disease, diabetes, thyroid disease, or difficulty in urination due to enlargement of the prostate gland, except under the advice and supervision of a physician. As with any drug, if you are pregnant or nursing a baby, seek the advice of a health professional before using this product.

Drug Interaction Precaution: Do not take this product if you are presently taking a prescription antihypertensive or antidepressant drug containing a monoamine oxidase inhibitor except under the advice and supervision of a physician.

KEEP THIS AND ALL MEDICINES OUT OF CHILDREN'S REACH. In case of accidental overdose, seek professional assistance or contact a Poison Control Center immediately.

Store at 15°-30°C (59°-86°F) in a dry place and protect from light.



© 1985
BURROUGHS WELLCOME CO.
Research Triangle Park, NC 27709

604315
Made in U.S.A.



3

N 0081-0865-24

6505-00-149-0098

WORKSHEET #1: READING THE LABEL (Field trip version)

1. What is the brand name of the medicine you are researching?
2. In what other varieties is this medicine available? (Include here: extra strength, children's formula, caplets, tablets, syrup, spray, etc.)

VARIETY

STRENGTH

3. A. Next to each variety (above), write the **STRENGTH** of medication contained in a single pill or in the smallest dose of liquid. (Be sure to include a unit of measurement, for instance "mg.")
B. Draw a star (*) next to the one you are going to use for the rest of these questions.
4. For what conditions should this medicine be taken?
5. For this package, what is the recommended dosage for adults?

How often should an adult take this much?

6. How much can an adult safely take within a 24 hour period?

WORKSHEET #1: READING THE LABEL (Field trip version)

7. What is the recommended dosage for children? (List ages and amounts.)

Ages

Amount

How often?

8. With what other drugs should this medicine **not** be used?

9. What information is given about using this medicine if a woman is pregnant?

10. List any other **warnings** that are given on the package.

11. What should you do in case of an overdose of this medicine?

12. When will this package of medicine expire?

13. How and where should this medicine be stored?

14. What is the cost of this package?

15. Extra credit: What is the cost of each adult dose?

-

-

WORKSHEET #2: READING THE LABEL (Classroom version)

8. With what other drugs should this medicine not be used?
9. What information is given about using this medicine if a woman is pregnant?
10. List any other warnings that are given on the package.
11. What should you do in case of an overdose of this medicine?
12. When will this package of the medicine expire?
13. How and where should this medicine be stored?
14. What is the cost of this package?
15. Extra credit: What is the cost of each adult dose?

ACTIVITY: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES (2-4 class periods)**OBJECTIVES:**

1. To identify what is happening with a fictional character from a series of clues.
2. To associate common effects and dangers with a given drug.

GRADE LEVEL: Orientation Grades 7--10
Skill Grades 5--6

SUBJECT AREA: Language Arts, Social Studies

CONSTRAINTS:

1. This activity is designed to be introduced after students have some basic information about the effects of the gateway drugs: marijuana, tobacco, cocaine, and alcohol. However, this activity may also be used to expand what the students know about each of these drugs. Also see **SIGNS OF USE, SIGNS OF HEALTH**.
2. Not all the detective stories need to be done at the same time. The teacher can select the stories that match the information currently being covered in the class.

MATERIALS: Copies of the attached stories, Worksheets #1--4: **CLUES FOR DETECTIVE STORIES**.

STEPS

1. Introduce the detective Sleuthman.

2. Explain the possibilities.

3. Read one of the stories aloud.

CLASSROOM INSTRUCTIONS

Explain, *Sleuthman, a private eye, has been called in to check out some suspected drug problems. See if you can outguess Sleuthman while he tries to figure out what's going on with these people.*

On the board write the following list of possible answers:

Use of Marijuana

Use of Tobacco

Use of Cocaine

Use of Alcohol

Other drug use

Non drug-related problem

Explain that they need to eliminate choices by listening to the clues.

Distribute copies of one story to the students and take turns reading it aloud.

At each stopping point, have the students cover the rest of the story and discuss just what they know so far. Note that the stories are written so that the possibilities are narrowed down slowly--for instance early in the first story, Sam could be using tobacco, but later evidence points to **marijuana**. The story about **Annette** is about **cocaine**; the story about **Rosco** is about **alcohol**; the story about **Jasmine** is (again) about **marijuana**.

4. Help the students problem solve.

The activity is designed to help the students discover what symptoms are associated with different drugs. Have additional resource materials handy to help them, for instance the **Answer Key for Signs of Use Worksheet**, which is included with the activity; **SIGNS OF USE; SIGN OF HEALTH.**

5. Discuss each story before going on to the next one.

Discussion questions might include:
--*How is the character being hurt by the drug?*
--*What are other signs that someone is abusing this drug?*
--*What do you think Sleuthman should do?*
--*Does this character remind you of anyone you know?*

6. Continue this activity over several days.

The stories may be used to introduce or review information about particular drugs or may be done as a culminating activity.

EVALUATION:

Each student should be able to list symptoms and to suggest hypotheses as to what drug the character is abusing.

VARIATION: For more advanced students, the students could read the stories themselves and write the answers to the questions. You might also cut the stories into parts and have the students write their answers on the back (of the partial sheets) before picking up the next section.

SPIN-OFFS:

1. **Language Arts:** Have the students write their own stories, using Sleuthman as the detective. They could then give these stories to each other to see if the other students could guess what is going on with the characters they describe. You could give the students the assignment to write about a particular drug-related (or non-drug related) problem. This activity could be completed in small groups.
2. **Language Arts:** The students could use the attached stories as the basis of skits about drug-related problems.

WORKSHEET #1: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES

CLUES FOR DRUG DETECTIVE STORIES

The Case of Sam Morrison

Sleuthman opened one of the files he'd been given. Inside was a report on a kid named Sam Morrison, 15 years old. Sam was on the basketball team. Sleuthman decided to talk to the coach, Mr. W. who had his free period right about now.

"What can I do for you," Mr. W. asked Sleuthman.

"I'm here about Sam Morrison," Sleuthman told him.

"Oh, that kid. He's driving me nuts. Used to be my center. Now he's on the bench every game."

"How come?" Sleuthman asked.

"Out of breath after two minutes of play," the coach said. "Can't keep up. And he's sick all the time: one cold after the other. During our most important game, he's out with the flu. Not faking it either. He was bright green."

"Anything else?" Sleuthman wanted to know.

"The kid can barely dribble the ball anymore and he used to be my ace ball carrier."

"I see," Sleuthman said. "Well, thank you."

(Stop here. What symptoms does Sam have? Which, if any, possibilities can you eliminate? If you had to guess what Sam's problem was, what would you guess?)

Sleuthman decided to talk to Sam's other teachers and see what they could tell him. The first one he found was Sam's math teacher, Mrs. D. who was grading a stack of papers.

"Sam used to be one of my better students," she told Sleuthman, "but now he can't remember what he's doing. He starts a problem and before you know it, he's just staring out the window."

"When did this start?" Sleuthman asked Mrs. D.

"Maybe a month ago, I guess. She looked back at her grade book: 'See all these A's and B's; then all of a sudden it's D's and F's. He never finishes any tests.'"

"What do you think the problem is?" Sleuthman asked her.

"Just between you and me, I think he's on something."

"Does he have any friends?" Sleuthman asked.

"Sam used to hang out with a sweet girl... what was her name?" Mrs. D. shut her eyes. "Oh yeah, Sally Rogers. I always did like her."

(Stop here. What symptoms does Sam have? Which, if any, possibilities can you eliminate? If you had to guess what Sam's problem was, what would you guess?)

WORKSHEET #1: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES

The Case of Sam Morrison (continued)

Sleuthman checked in the office and the secretary looked up Sally Roger's schedule. She was in English this hour, but afterwards she stood out in the hall with him while classes were changing. She was a pretty girl with brown eyes that sparkled when she talked. She wasn't too happy with Sam Morrison.

"So," Sleuthman said. "I heard the two of you used to be an item."

"Used to be is exactly right," Sally said. She turned to wave at a friend who was passing by.

"What happened?" Sleuthman asked.

"Sam's changed," Sally said. "He's not the same guy anymore. We used to have interesting talks. Now he talks and doesn't make sense. Sometimes he starts laughing when nothing funny has happened, and..." Sally looked nervous and upset. Two more boys came by and waved at her.

"Hey Sally," one of the boys called. "See you at the dance tonight."

"Sure," Sally said, smiling. "Look," she told Sleuthman. "I've got to go. I don't know much about Sam Morrison anymore. As far as I'm concerned we're history."

"Let me just ask you one more thing," Sleuthman said.

"What?"

"Did Sam ever offer you any drugs?"

Sally shifted, looking around her, before answering. "Yeah once or twice," she said.

(End of story. What do you think Sam offered Sally? Why do you think this? What else do you know about Sam? Do you think Sally uses drugs? Why or why not?)

WORKSHEET #2: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES

CLUES FOR DRUG DETECTIVE STORIES

The Case of Annette Rice

Sleuthman looked at the file on Annette Rice, a senior girl whose grades had recently dropped. A picture from junior year showed a pretty girl with light brown hair and a pretty smile. "Very nervous lately," someone had written in the file. "Not herself." Sleuthman decided to talk to Annette directly.

(Stop here. What symptoms does Annette have? Do you think she might be using drugs? Which drugs might she be using?)

Sleuthman tried to find Annette in the lunchroom, but she wasn't around. He asked several students. Finally one of them, a boy named Todd, said Annette went out for lunch with some older kids who didn't go to school anymore.

"Annette thinks she's too good for her old friends," Todd said. "But personally I think she's in trouble."

Just then the bell rang for the end of lunch. Sleuthman went outside in the parking lot. He saw a girl who looked a lot like Annette getting out of a car with a bunch of people. Only this girl was much too thin, Sleuthman thought. And she seemed very jittery.

(Stop here. What do you know about Annette? What drugs, if any, do you think she's involved with?)

Sleuthman went up to Annette as she rushed up the steps into school. He introduced himself, and she agreed to talk, in return for a pass into her next class. Sleuthman could see how nervous Annette was. Her hands were shaking and she kept shifting from one foot to the other. The pretty smile in the photograph was replaced by a frown. Annette had dark circles under her eyes.

"How do you know these guys in the car?" Sleuthman asked her. "Are they students?"

"They used to be," Annette said, sniffing and wiping her nose with the back of her hand. "Anyway, what's it to you?"

"Just wondering," Sleuthman said. "So how's it going? Looking forward to graduation?"

"Listen," she said. "I'm very busy. You going to give me that pass or not?" She shifted from foot to foot.

"Sure," he said. "What class are you going to?"

"Uh," Annette stammered. "Uh. I don't know. Just give me a pass." She ran a hand through her hair. In the picture her hair was shiny and full but now it looked dirty and stringy. Sleuthman took out a pad of paper and a pen.

"Just tell me where you're going and I'll be happy to write the pass."

"Oh just leave me alone," she snapped and rushed into the school.

(End of story. How is Annette acting? What are her symptoms? What do you think is happening with her? What should Sleuthman do?)

WORKSHEET #3: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES

CLUES FOR DRUG DETECTIVE STORIES

The Case of Rosco Williams

Sleuthman's next file was a thick one, a boy named Rosco Williams. Even in the past, Rosco had his share of problems: skipping school and failing geometry. But Rosco also was a decent all-around guy or at least he used to be. Until recently Rosco was well-liked by both teachers and students, but now Rosco had turned mean. Twice in the last month, he'd gotten into fights in the lunchroom, picking on younger, smaller kids.

(Stop here. What symptoms does Rosco have? Which, if any, possibilities can you eliminate? If you had to guess what Rosco's problem is, what would you guess?)

Sleuthman decided to try talking to Rosco himself and he checked out his schedule. He located Rosco's class, a junior class in English, and the teacher pointed out Rosco. The students were writing essays, that is, all except Rosco, who was clearly asleep.

"How often does he fall asleep in class?" Sleuthman asked the teacher, Mrs. B.

"When Rosco shows up, he tends to doze," Mrs. B. said. "He used to be a C+ student, but lately he's failing this class. Not that I'm complaining. When he is awake, he causes so much trouble, I wish he'd go back to sleep."

"What do you mean? What kind of trouble?" Sleuthman asked her.

"Oh, cracking nasty jokes," she said. "Or picking on other kids; you know, making fun of them."

"I see," Sleuthman said. "Well, do you think I should wake him?"

"That's up to you. The bell's about to ring, and that always gets him up and out."

(Stop here. What new information do you have about Rosco? What do you think his problem is? Can you eliminate any possibilities?)

WORKSHEET #3: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES

The Case of Rosco Williams (continued)

The bell rang, and sure enough, Rosco opened his eyes. They were blood shot and Rosco himself didn't smell that great. He could use a bath and his breath was enough to make Sleuthman take a step back. But Rosco agreed to talk to Sleuthman.

"How are you doing?" Sleuthman asked him in the hallway. "You seem a little groggy."

"I'm going to get it together soon," Rosco said. "I've had a lot on my mind."

"Maybe you need to talk to one of the counsellors," Sleuthman said.

"Hey, lighten up," Rosco said. "You sound like my mom. She's always ragging on my dad to go talk to someone."

"What's your dad's problem?" Sleuthman asked and Rosco leaned up against the wall.

"My dad likes a drink or two after work, no big thing. It's my mom who's got the problem, always complaining, and now she's turned it on me."

"What's got her upset?" Sleuthman asked.

"Oh, this thing with the car. I had a little accident, the other night. Listen, it wasn't my fault, but you know how they always like to pin it on a kid."

"I see," said Sleuthman. "Well, thanks for talking to me. I think I have the information I need."

(End of story. What new information do you have about Rosco? What do you think Sleuthman's going to write in his report?)

WORKSHEET #4: THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES

CLUES FOR DRUG DETECTIVE STORIES

The Case of Jasmine Arnold

The next file Sleuthman look at was for a girl named Jasmine Arnold. Jasmine had never been a great student but she was always a lot of fun. Lately she'd gotten depressed and put on a lot of weight.

(Stop here. What symptoms does Jasmine have? Which, if any, possibilities can you eliminate? If you had to guess what Jasmine's problem is, what would you guess?)

Sleuthman decided to interview one of Jasmine's best friends, a girl named Samantha. He asked around and found Samantha outside the school sitting on one of the benches.

"Can I talk to you about a friend of yours?" Sleuthman asked her. "Jasmine Arnold."

Samantha rolled her eyes. "I suppose so," she said. "Although I don't see Jasmine that much anymore."

"Why not?" Sleuthman asked her.

"Jasmine's been acting kind of weird lately, you know, kind of paranoid." Samantha said.

"What do you mean by 'paranoid'?" Sleuthman asked her.

"You know," Samantha said. "Weird. Me and my friends, we figure Jasmine can't handle it."

"Can't handle what?" Sleuthman asked but Samantha just stood up.

"Listen, I've got to get going. That's Jasmine over there," she said pointing to a heavy girl.

(Stop here. What do you think Samantha means when she says Jasmine can't handle it? What does "paranoid" mean? What new information do you have about Jasmine? Can you eliminate any possibilities?)

Sleuthman approached Jasmine and asked if he could speak with her. Jasmine looked around nervously. Her eyes were very red.

"Are you from the mind police?" she asked. She took out a bag of chips and started pushing them into her mouth.

"The who?" Sleuthman said.

"You've been following me," Jasmine said, chewing. "I saw you talking to Samantha. She told you about me, didn't she?"

"Well, not really," Sleuthman said. "But some of your teachers and friends are worried about you."

"What? They've been talking about me. I knew it. You've all been meeting to talk about me." Jasmine headed away, still shaking chips out of the bag and stuffing them into her mouth. "Go away," she said. "Leave me alone!"

(End of story. How would you describe how Jasmine is acting? Which, if any, possibilities can you eliminate? If you had to guess what Jasmine's problem is, what would you guess?)

ACTIVITY: SIGNS OF USE, SIGNS OF HEALTH (1-2 class periods)**OBJECTIVES:**

1. To recognize the signs of healthy and unhealthy lifestyles.
2. To recognize the symptoms of four kinds of drug abuse: alcohol, tobacco, marijuana, cocaine.
3. To recognize some signs of "enabling."

GRADE LEVEL: Orientation Grades 8--12
Skill Grades 5--6

SUBJECT AREA: Personal Development, Health

CONSTRAINTS: Even if students are not well versed in the effects of specific drugs, they can participate in this activity. They may have some trouble, however, deciding which drugs cause which effects. To help orient them before the activity, talk about the difference between uppers (cocaine, tobacco) and downers (marijuana, alcohol). Additional follow-up activities, including review, may be necessary to help students store so much new information. The PRISE activity called THE EFFECTS OF DRUGS: DRUG DETECTIVE STORIES may accompany this activity.

NOTE: What is critical in this activity is for students to realize the negative effects of all four gateway drugs. Identifying which drug causes which effect is less important to the overall impact of this activity.

MATERIALS:

1. Copies of the Worksheet: SIGNS AND SYMPTOMS for each student.
2. Answer Key

STEPS**Period 1**

1. Ask the students to list the signs of someone who is healthy.

2. Talk about the symptoms and behaviors of someone who is not taking care of their health.

CLASSROOM INSTRUCTIONS

Make a list of the signs of health on the board. Explain what you mean by healthy--that we can have both physical and mental health. Discuss how these two parts of health are connected to each other: *When a person takes care of their body, it usually means they have their head together. But it works the other way too. Exercising and eating right can help you feel good about yourself.*

Discuss the sources of poor health: your genetic background (what you're born with), the environment (pollution), poor eating, lack of sleep, stress, poor hygiene, drinking, drug use, etc. Ask the students, *What are some things people do that keep them from being healthy? What are some unhealthy behaviors? What are some healthy behaviors?*

3. Have the students sort the descriptors on the worksheet for the four gateway drugs (alcohol, tobacco, marijuana, cocaine), as well as for a healthy lifestyle.

Period 2

4. Hand back the worksheets and go over the answers.

Distribute the worksheets, and ask the students to write one or more letters in front of each of the characteristics or behaviors. Explain, *Healthy behaviors are also listed here, so when you find one, write an H in front of it.* Clarify that these symptoms may occur even when the person is not intoxicated or has not used the drug in several days. Tell the students, *Many of these are long term problems. Also some of the characteristics will have several letters in front of them because they are signs of more than one problem.*

Check the worksheets yourself using the answer key or have the students check each other's papers. Discuss answers, especially when there might be disagreement. Talk about the cause of some of the symptoms of substance use:

shortness of breath--tobacco destroys the cilia and makes the air sacs in the lungs less flexible. (See activities, **TAR IN THE LUNGS** and **THE SMOKING MACHINE**).

weight gain--both alcohol and marijuana increase appetite. Alcohol has a number of calories in it besides, and marijuana will often create a craving for food.

jittery, shaking hands--cocaine and tobacco speed up the heart, which speeds up the pulse.

loss of memory--all drugs that change how you feel psychologically have some effect on the brain. Alcohol and marijuana slow down your body which makes your nervous system, including your brain, sluggish. This can affect your ability to remember.

5. (Optional) Talk about what to do if they suspect a friend is using drugs.

Introduce the term, **enabling**. Explain, *Usually enabling means something good, like when you help someone. But what about when someone is using drugs and you enable them to keep using?* Ask the students, *What are some ways that you might enable them to keep using drugs?* Include the following ideas on your list:

Lending them money.

Lending them your homework so they can copy.

Making excuses for them.

Letting them drive when they're high.

Getting into their car when they're high.

Acting like what they did when they were high didn't hurt you.

Letting them smoke in your room or your house.

6. As homework, have each student write a list of ten healthy characteristics or behaviors that they possess.

Discuss the healthy characteristics and behaviors on the worksheet. Ask the students to think of ten things they could say about themselves that show that they are in good physical and mental health. Do this assignment yourself.

EVALUATION: Each student will identify at least 80% of the characteristics of substance abuse and health correctly. Each student will name ten characteristics or behaviors that show they are healthy.

VARIATIONS:

1. For students with **less information about these drugs**, introduce how each of the four drugs affects the body (see Spin-Off activity below from Project Oz: A Special Message). Go over the list of symptoms and behaviors together, discussing how the individual drugs might cause these symptoms.
2. For students with **high language arts skills**, extend the last step to an essay about themselves: **Healthy Me**.

SPIN-OFFS:

1. **Personal Development or Art:** Make a master list of all the students' healthy characteristics and behaviors (as well as your own). Have the students design a poster: **How Healthy are YOU?** incorporating some or all of these characteristics and behaviors.
2. **Science:** Explore more about how substances affect the body. The materials in Project Oz: A Special Message include several body maps that students fill in to show the internal organs that are affected by any single drug. See the list of suggested activities in the RESOURCE Section of this curriculum or ask for "The Drugged Body" (1) 7-19--7-21, Alcohol (I) 8-29, Marijuana (I) 12--19, Tobacco (I) 11-21.
3. **Personal Development:** For more about enabling (and how not to enable), see the activity in the unit on Nurturing Relationships, **ENABLING AND EMPOWERING**.
4. **Health:** Have the students make master lists for each of the four gateway drugs. Working in small groups, have them write a profile of a student who is using one of these drugs.

5. **Reading:** Students who are concerned about their own or a friend's abusive behavior may be helped by reading one of the following novels:

HIGH INTEREST--LOW LEVEL

Wrecker Driver by William Butterworth, Reading Level: 3--4; Interest Level: 9--12 (A drug smuggling ring in Mexico)

Dope Dealer by Paul Kropp, Reading Level: 2--3
Interest Level: 9--12 (Drugs and gangs)

So Long Snowman by Tana Reiff, Reading Level 1--3; Interest Level: 7--12. (Drug addiction and poverty)

RELUCTANT READERS.

My Name is Davy; I am an Alcoholic by Anne Snyder

The Dani Trap by Elizabeth Levy (A sixteen year old girl is involved with a boy who drinks. When he is in a serious accident, she begins working undercover to close a liquor store that has been selling alcohol to teens.)

WORKSHEET: SIGNS OF USE, SIGNS OF HEALTH

SIGNS AND SYMPTOMS

The list that follows includes descriptions of young people. Some of them are signs of drugs use and some of them are signs of health. Next to each one, indicate if you think it is a sign of

- (A) alcohol use
- (T) tobacco use
- (M) marijuana use
- (C) cocaine use (including crack)
- (H) a healthy lifestyle

Note: Often you can list two or more of these letters.

PHYSICAL SYMPTOMS

- _____ Jittery, shaky hands
- _____ Stomach ache
- _____ Vomiting
- _____ Gaining a lot of weight
- _____ Too skinny
- _____ Lean and strong
- _____ Short of breath
- _____ Cough
- _____ Raspy voice
- _____ Blurred vision
- _____ Tired all the time.
- _____ Headache
- _____ Staggering
- _____ Watery or red eyes
- _____ Nauseated
- _____ Uncoordinated, clumsy
- _____ Fast breathing
- _____ Can't sleep, insomnia
- _____ Seeing things that aren't there

GROOMING AND HYGIENE

- _____ Burn holes in clothing
- _____ Bad breath
- _____ Brown teeth
- _____ White healthy teeth
- _____ Brown or stained fingertips
- _____ Clear complexion

WORK HABITS

- _____ Bad concentration
- _____ Keeping appointments
- _____ Missing school
- _____ Completing assignments on time
- _____ Failing at school
- _____ Not finishing work

WORKSHEET: SIGNS OF USE, SIGNS OF HEALTH

PERSONALITY

- _____ Forgetful
- _____ Short tempered
- _____ Accident prone
- _____ Cranky
- _____ Good natured
- _____ Laughing uncontrollably, giddy
- _____ Worried and afraid
- _____ Confused behavior
- _____ Hyper or overactive behavior
- _____ Depression
- _____ Self-confident
- _____ Speedy
- _____ Crying easily
- _____ Sudden change in personality
- _____ Having crazy ideas
- _____ Quick mood changes
- _____ Paranoia, thinking everyone's against them.

DAY-TO-DAY BEHAVIOR

- _____ Short of cash, wanting to borrow money
- _____ A good driving record
- _____ Fighting with parents
- _____ Energetic
- _____ Having unrealistic goals
- _____ Accident prone

SOCIAL LIFE

- _____ Well-liked, likable personality
- _____ Violent or angry behavior
- _____ Fighting
- _____ Fun to talk to, a good listener
- _____ Withdrawn, wanting to be alone a lot.
- _____ Offending others
- _____ Hanging out with older kids
- _____ Joining a gang
- _____ Trying new things

ACTIVITIES

- _____ Playing basketball
- _____ Trying out for a play
- _____ Reading a book
- _____ Losing a job
- _____ Bragging
- _____ Being kicked off the team
- _____ Losing eligibility for a sport
- _____ Practicing the piano
- _____ Taking crazy risks
- _____ Driving too fast
- _____ Swimming on a team
- _____ Being a good dancer
- _____ Trying out for cheerleading
- _____ Running to the bathroom
- _____ Telling a funny joke
- _____ Being out of it
- _____ Eating all the time
- _____ Talking non-stop

ANSWER KEY: SIGNS OF USE, SIGNS OF HEALTH

- (A) alcohol use
- (T) tobacco use
- (M) marijuana use
- (C) cocaine use (including crack)
- (H) a healthy lifestyle

PHYSICAL SYMPTOMS

- A,C Jittery, shaky hands
- A Stomach ache
- A Vomiting
- A,M Gaining a lot of weight
- C Too skinny
- H Lean and strong
- T,M,C Short of breath
- T,M,C Cough
- T,M,C Raspy voice
- M,A Blurred vision
- C,A,M Tired all the time.
- A Headache
- M,A Staggering
- M,C Watery or red eyes
- C,A Nauseated
- A,M Uncoordinated, clumsy
- T,C Fast breathing
- C,T Can't sleep, insomnia
- A,M,C Seeing things that aren't there

GROOMING AND HYGIENE

- T,M,C Burn holes in clothing
- T,A,M Bad breath
- T,M Brown teeth
- H White healthy teeth
- T,M Brown or stained fingertips
- H Clear complexion

WORK HABITS

- A,C,M Bad concentration
- H Keeping appointments
- A,C,M Missing school
- H Completing assignments on time
- A,M,C Failing at school
- A,M,C Not finishing work

PERSONALITY

- M,A Forgetful
- A,C,T Short tempered
- A,C Cranky
- H Good natured
- A,M,C Laughing uncontrollably, giddy
- M,C Worried and afraid
- A,C,M Confused behavior
- C Hyper or overactive behavior
- A,C,M Depression

ANSWER KEY: SIGNS OF USE, SIGNS OF HEALTH

H	Self-confident
C,T	Speedy
A,C	Crying easily
A,C,M	Sudden change in personality
A,M,C	Has crazy ideas
M,A,C	Quick mood changes
M,C	Paranoia, thinking everyone's against them.

DAY-TO-DAY BEHAVIOR

M,C,A,T	Short of cash, wanting to borrow money
H	A good driving record
C,A,M,T,H	Fighting with parents
H	Energetic
A,C	Having unrealistic goals
A,M,C	Accident prone

SOCIAL LIFE

H	Well-liked, likable personality
A,C	Violent or angry behavior
A,C	Fighting
H	Fun to talk to, a good listener
M	Withdrawn, wanting to be alone a lot.
A,C	Offending others
C,A,M	Hanging out with older kids
C,A	Joining a gang
H	Trying new things

ACTIVITIES

H	Playing basketball
H	Trying out for a play
H	Reading a book
A,M,C	Losing a job
A,C	Bragging
A,M,C,T	Being kicked off the team
A,M,C,T	Losing eligibility for a sport
H	Practicing the piano
A,M,C	Taking crazy risks
A,C	Driving too fast
H	Swimming on a team
H	Being a good dancer
H	Trying out for cheerleading
A	Running to the bathroom
H	Telling a funny joke
A,C,M	Being out of it
M,A	Eating all the time
C,M	Talking non stop

ACTIVITY: A SHORT PLAY: TRIAL BY ORGANS (several class periods, could extend for more than a week)

OBJECTIVE:

1. To discuss the issues raised in a short play.
2. To present an activity for younger students.
3. To participate in teaching younger students about the dangers of drug use.

GRADE LEVEL: Orientation Grades 9--12
Skill Grades 7--8

SUBJECT AREA: Language Arts

CONSTRAINTS: This activity is designed as a cross age experience to be led by high school students with a junior high school audience. A courtroom drama is used since that will be familiar to most students from watching TV. Student should be given an opportunity to select a part with which they will be comfortable. Students with limited reading skills can practice their parts privately and memorize them.

MATERIALS:

1. Scripts for each student.
2. If you decide to put on the play for another class, you will also need some simple costumes and props:

The organs: Some ideas for simple costumes include:

--a. Carrying large pictures of the organs they represent. Within NSSEO, laminated versions of these are available (on loan) through CSEDI: 255-6350.

--b. Carrying symbolic tools to signify who they are: a calculator for the brain, a broom for the liver, a pump for the heart, or a balloon for the lung.

--c. Wearing masks (designed by the students) to indicate who they are.

The lawyers: Characters should wear slightly dressy clothing, for instance jackets, dress shoes.

The Prosecutor: Will require a folder with papers for Exhibit A and a report card with all A's for Exhibit B.

The bailiff: Any kind of uniform, a hard back book, one glass of water

The judge: 1) a choir or graduation gown 2) a mallet for a gavel. 3) a file folder

TV Commentators: simple microphones or metal lip stick containers with string attached. The TV Commentators should be seated to one side of the scene, slightly forward (toward the audience). They should also dress up slightly.

Court Reporter: Pad and pen or computer keyboard.

In addition, one chair next to the judge's table to serve as the witness stand.

3. To avoid casting a student as Biff (the defendant), make a "scarecrow." Have the students stuff a pair of trousers and a longer sleeved shirt with crumpled newspaper. Use a balloon or some other round object for the head. Sit this dummy up in a chair next to the DEFENDER.
4. Tables and chairs arranged as a courtroom. A diagram of a "stage" layout is included with this activity. Talk about other items which may appear in a courtroom, for instance a flag.

STEPS**Period 1**

1. Distribute scripts and select roles.

2. Do a quick read through.

3. Discuss the possibility of performing this play.

Period 2

4. Have students volunteer for more permanent parts.

5. Read the play through again.

Periods 3--7

6. Help students to learn their parts.

7. Invite another class to be your audience.

CLASSROOM INSTRUCTIONS

Give each student a script and have them volunteer for parts. Encourage them to look through the script at the number of lines their character has and to decide which role they would like to try. If there are more girls--or more boys--in your class, feel free to change roles (change Mr. to Ms. and visa versa). Discuss the special roles of the TV Commentators who will also lead the discussion.

Have the students read through the play once while seated in their usual seats or around a table. Stop at the intermission and discuss the play. Ask, *Do you think this play is supposed to be funny? What is the message of the play?*

Ask the students if they would like to put this play on in an informal way for another class. Ask, *What kind of audience do you think it could have?* Suggest that intermediate or junior high students might understand the humor and be ready for the message. Ask the students to think about how they would stage the play--where everyone would sit--and what kinds of costumes and props they would need. (See the Materials listed above for ideas.)

Students may elect to stay with the roles they have or shift to other roles. Explain that the whole group will be thinking of the questions that the TV commentators will ask to start a discussion during the intermission and after the play.

Begin to discuss acting--how they could show their characters. Discuss how the organs could talk to be funnier. Practice freezing in place.

Go through the play at least once a day. While students don't have to memorize their lines, they should be able to say them naturally without appearing to read. Some parts could be read and are very short: for example the court reporter and the bailiff.

Send an invitation to another class to attend the play.

8. Determine staging, costumes, and props.

Assign students to take charge of props and setting up the stage. Discuss where everyone should be during the performance. One possible stage layout is included with this activity.

9. Brainstorm discussion questions.

Ask your students to come up with a list of questions that could be asked of the audience. Ask, *What questions should we ask to make sure that the audience understands the message of the play?* Some questions might include:

- Why is Lilly Liver angry? (intermission)
- What really happens to a person's liver when they take a drug? (intermission)
- Why is BoBo Brain so spacey? Was he always this way? (after the play)

Period 8 (approximately)
10. Perform the play for a younger group of students.

Hopefully, you can put on this play during a time frame when the intermediate or junior high class has been discussing the ill effects of drug use. Ask the teacher to introduce the idea of internal organs.

11. After the play, have the audience act as the jury.

Encourage the audience to discuss the verdict. Ask, *Why do you think Biff Bronco is guilty? What kind of sentence do you think he should receive?*

EVALUATION: Each student will participate in putting on the play either by performing or by helping with the production.

VARIATIONS:

1. For students **who want to memorize** their lines but are **unable to memorize** their parts, they could hold their scripts or make small index cards prompts for themselves. They could also write them on the back of props or attach them to the pictures of the organs.
2. For students who are **shy or easily embarrassed**, the play could be performed as a radio play, behind a screen or on a tape.
3. If **time is limited**, return to the other class on another day to discuss the issues that were raised by the play.

SPIN-OFF:

Language Arts: Have the students write a simple trial play using real people: for example the friends, parents, and teachers of a fictional student who is abusing drugs. The last optional act of this play could be used as an example.

Language Arts: Turn this play into a video-drama. Discuss ways to stage it to make it entertaining.

TRIAL BY ORGANS

THE TRIAL: THE ORGANS VERSUS BIFF BADBOY BRONCO

CHARACTERS:

TV commentator 1: GABBY Garfield (microphone)

TV commentator 2: TALKY Sidekick (microphone)

The Witnesses: Mr. HOMER Heart

Ms. LILLY Liver (handkerchief)

Ms. LEFTY Lung

Mr. BOBO Brain

Prosecuting Attorney: PROSECUTOR I.M.FURIOSO

Defending Attorney: DEFENDER Y.R. UMADD

The Defendant: BIFF BADBOY BRONCO (a scarecrow figure, not a student)

BAILIFF (Bible)

COURT REPORTER (keyboard or note pad and pen)

Presiding JUDGE: The Honorable J.J. Fairweather (gavel)

Spectators/Jury

ACT I

TV commentator #1, GABBY GARFIELD: (speak into microphone) Good morning and welcome to the courtroom of The Honorable JJ Fairweather. As you know, this is the trial of the century, the first time that a person's internal organs have ever brought charges against their owner.

TV commentator #2, TALKY SIDEKICK: Yes, criminal charges too, if I might add, Gabby. Let's introduce our viewers to the main characters in this play. First of all there's ...

As each actor is introduced, they should come forward and nod to the audience. Then they should take their place on the stage (as noted after each name) Once seated they should freeze--not move at all until after the judge strikes the gavel.

TALKY: Mr. Homer Heart (*goes to the witness section*)
 Ms. Lilly Liver (*goes to the witness section*)
 Ms. Lefty Lung (*goes to the witness section*)
 Mr. BoBo Brain (*goes to the witness section*)
 The Prosecuting Lawyer: PROSECUTOR I.M. Furioso (*sits on the left side facing the JUDGE's table.*)
 The Defense Lawyer: DEFENDER Y.R. UMADD (*sits on the right side facing the JUDGE's table.*)
 The Defendant: Biff Badboy Bronco (*is lifted slightly by the actor playing the Defender.*)
 The Bailiff (*sits next to the JUDGE's table.*)
 And you, our audience. You will be the JURY, so pay close attention to all the evidence.

GABBY: That's right, Talky. And now the Judge is entering the courtroom.

(At this point, Gabby and Talky freeze--hold perfectly still--until it is turn to speak again. They should find a comfortable position to hold.)

BAILIFF: (*standing*) Please rise for The Honorable, JJ Fairweather.

(*Everyone, except Gabby and Talky, stands*)

JUDGE: (*sitting down and hitting the gavel on the table*) The third district criminal court is now in session.

(*Everyone sits down.*)

JUDGE: Bailiff, what's on the docket?

BAILIFF: The organs versus Biff Bronco.

JUDGE: Oh yes. (*Takes out a file and reads from it.*) Biff Bronco, you are charged with criminal negligence, misconduct, poor judgement, and attempted murder. How do you plead?

The DEFENDER lifts BIFF BRONCO (the dummy) and replies: We plead not guilty, your honor.

JUDGE: Let the prosecution call the first witness.

PROSECUTOR: The organs call Homer Heart, your honor.

(*Homer Heart approaches the witness stand, and the Bailiff swears him in.*)

BAILIFF: State your full name.

HOMER: Homer Henry Heart.

BAILIFF: (*Holding out a book*) Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God.

HOMER: I do.

BAILIFF: You'd better. Okay, Sit down.

PROSECUTOR: Mr. Heart, I understand you have been suffering from some recent problems of a medical nature.

HOMER: That's true.

PROSECUTOR: And is it not also true, Mr. Heart, that these problems began suddenly one year ago after your owner, Mr. Biff Bronco returned from a party.

HOMER: Actually they started at the party.

PROSECUTOR: And what exactly happened at this party.

HOMER: Well, Mr. Bronco had too much to drink. And then he uh uh... put some cocaine up his nose.

PROSECUTOR: Up his nose?

HOMER: I didn't think too much of it at the time. I mean I've known Biff, I mean Mr. Bronco since he was a little kid, sticking beans up his nose, but this time I started racing.

PROSECUTOR: What exactly do you mean by racing, Mr. Heart?

HOMER: Jumping, my left ventricle bumped into my right ventricle, and my arteries were killing me. I was hurting like crazy, and I couldn't slow down. It was terrible.

PROSECUTOR: And have you recovered?

HOMER (*shaking his head, sadly*): No, it's only gotten worse, even with me going to the doctor and getting medicine to try and slow down. I think my boy's hooked.

PROSECUTOR: Your honor, I have here a copy of Mr. Heart's medical bills which I would like to submit as evidence.

JUDGE (*Looking through the bills*): Let the record show Mr. Heart's medical bills will be exhibit A.

PROSECUTOR: Thank you, Mr. Heart. (Turning to the defense attorney Umadd)
Your witness. (sit down)

DEFENDER (*standing up*): Mr. Heart, is it not true that you enjoy a good race.

HOMER: I don't know what you mean.

DEFENDER: Is it not true that you enjoy it when Mr. Bronco, used to run.

HOMER: Oh you mean like, exercise, before he got hooked on all these drugs. Yeah, I enjoy that, but...

DEFENDER: Just answer the question, Mr. Heart.

PROSECUTOR: Objection!

JUDGE: Overruled.

DEFENDER: No further questions. (*sits down*)

(*Homer Heart returns to his seat.*)

PROSECUTOR: The organs call Ms. Lilly Liver.

(*Ms. Lilly Liver takes the stand and the bailiff holds out the book. As soon as she puts her hand on it, everyone, except Gabby and Talky, should freeze.*)

GABBY (*In a stage whisper*): Well, Talky. The prosecution did pretty well with that one. Homer Heart is a decent witness, seems honest, and the poor guy is upset. Just his medical bills alone ought to convince the jury.

TALKY: Homer Heart has been to three doctors for heart problems, and....

GABBY (*interrupting*): We better get back to court. It looks like Ms.. Liver has already been sworn in...

(*Everyone else can move again. Gabby and Talky freeze.*)

PROSECUTOR: Ms. Liver, I understand that you have been ill.

LILLY: I have been ill, very ill. Do have any idea what Mr. Bronco puts into his body?

PROSECUTOR: Please, Ms. Liver, let me ask the questions. What does Mr. Bronco put into his body?

LILLY: In the last year I've had to clean out cigarette smoke on a daily basis, not to mention alcohol from beer and wine coolers, and also marijuana.

PROSECUTOR: I thought he used cocaine.

LILLY: Did I forget that? That's the worst. I'm working day and night, trying to keep up. I'm a slave to his addictions. The blood comes through and I'm supposed to clean out the poisons, but..., well, there's no way I can keep up.

PROSECUTOR: Thank you, Ms. Liver (To Atty. Umadd): Your witness.

(*PROSECUTOR sits down and DEFENDER stands up*)

DEFENDER: Ms. Liver, you're quite an attractive young woman.

LILLY (*sniffing and turning in her seat*): Thank you.

DEFENDER: You don't look as if you've suffered all that much

PROSECUTOR: Objection. Your honor, the defense is leading the witness.

JUDGE: Sustained. The defense will please get to the point.

DEFENDER: Is it not true, Ms. Liver, that you could recover. Let's say Mr. Bronco stopped tomorrow.

LILLY (*wringing her handkerchief*): It's true. I could recover, but...

DEFENDER: Please just answer the questions.

PROSECUTOR: Objection, your honor. The medical records already submitted show that Ms. Lilly is permanently damaged.

JUDGE (*turning to the witness*): Ms. Lilly. I remind you that you are under oath. Will you recover or not?

LILLY (*wiping her eyes*): Some of the damage is forever.

JUDGE: Thank you. You may step down. I think we've heard enough for this morning. We'll take a lunch break and meet back here at 1:00 this afternoon.

(*All Characters exit and take off their costumes. Then they return for the discussion.*)

(INTERMISSION--See questions for discussion developed during this activity)

ACT II

(The judge is still out, while all the other characters take their places. The two television commentators are seated in the front again. As soon as they speak into their microphones, all the other actors should freeze.)

GABBY GARFIELD: Good afternoon and welcome again to Trial by Organs. We are back here in Judge JJ Fairweather's Courtroom at the trial of Biff Badboy Bronco. For those of you who are just joining us, we have heard testimony by two key witnesses: Mr. Homer Heart and Ms. Lilly Liver.

TALKY SIDEKICK: It's been an exciting trial so far, Gabby, and now it looks like the judge is about to enter the courtroom.

BAILIFF: Please rise for The Honorable JJ Fairweather.

(Talky and Gabby freeze. The judge enters and everyone rises, then sits down again.)

JUDGE: *(strikes the gavel.)* Come to order, please. The prosecution will call the next witness.

PROSECUTOR: Thank you, your honor. The organs call Ms. Lefty Lung.

(Lefty Lung places her right hand on a book.)

BAILIFF: State your full name.

LEFTY: Leftina Maxwell Lung.

BAILIFF: Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

LEFTY: Absolutely.

PROSECUTOR: Ms. Lung, I understand that you are a recent widow.

LEFTY *(Coughing and wiping her eyes):* Yes, that's true. My partner Righty Lung turned black and died.

PROSECUTOR: Would you mind telling the court what happened?

LEFTY: *(Coughs)* Not at all.

PROSECUTOR: *(Waits before asking the witness):* What did happen to Righty Lung?

Lefty: He died. *(Coughs)*

PROSECUTOR: Yes, you said that. *(Growing impatient)* How did he die?

LEFTY: Well, after Biff started smoking, Righty couldn't breath. We complained to him, you know coughing and wheezing, but it did no good.

PROSECUTOR: I see. And how long was Righty sick?

LEFTY: *(Coughing)* Oh, my poor Righty. He was in such terrible pain and he couldn't breathe. *(Coughing again.)*

PROSECUTOR: Ms. Lung?

LEFTY: *(Tries to answer but cannot stop coughing)*

JUDGE: Ms. Lung? Are you all right? *(Lefty is still coughing.)* Bailiff, bring the witness a glass of water.

(Bailiff brings water)

LEFTY: Thank you. My air sacs are ruined as well, I'm afraid. Soon I'll join Righty in Lung Heaven. It's those darn cigarettes did us both in.

DEFENDER: Objection.

JUDGE: Sustained. *(To the court reporter):* Strike that from the record. *(To the witness):* Please just answer the questions, Ms. Lung.

LEFTY: You asked if I was all right.

PROSECUTOR: That's true.

DEFENDER: Objection.

JUDGE: Oh heavens! Strike it from the record. Will the prosecutor please continue?

PROSECUTOR: No further questions. *(To the defender)* Your witness.

DEFENDER: Ms. Lung, is it not true that after Righty became ill, Mr. Bronco tried to quit smoking.

LEFTY: He tried, but he couldn't....

DEFENDER: Just answer the question Ms. Lung. Mr. Bronco tried to quit, is that right?

LEFTY: Yes, but...

DEFENDER: No further questions.

JUDGE: Then the witness may step down.

PROSECUTOR: The state calls Mr. BoBo Brain.

(BoBo Brain stands to be sworn in by the Bailiff.)

BAILIFF: *(holding up the book)* State your whole name.

BOBO: *(puts his hand on the book)* I can't remember.

BAILIFF: Your name is BoBo Baxter Brain.

BOBO: That's right.

BAILIFF: State your name.

BOBO: Ummm. BoBo something something.

BAILIFF: BoBo Brain.

BOBO: What about the Baxter?

BAILIFF: BoBo Baxter Brain.

BOBO: That's it.

BAILIFF (*exasperated*): Do you swear to tell the truth, the whole truth and nothing but the truth, so help you God?

BOBO: Sure. Anytime.

BAILIFF: Did you understand what I said.

BOBO: I think so. (*Smiling*) My brain is mush, you know.

PROSECUTOR: Mr. Brain, how exactly did you turn to mush?

BOBO: To mush? Did I say that?

PROSECUTOR: (*to the court reporter*) Please read that back.

COURT REPORTER: Bailiff: Did you understand what I said. BoBo Brain: I think so. My brain is mush you know.

BOBO: I did say it! That's wonderful. I can never remember what I've said anymore.

PROSECUTOR: Since when, Mr. Brain. When did you stop being able to remember?

BOBO: Beats me. (*Points to the court reporter*) Do you know?

PROSECUTOR: Mr. Brain, something happened to you, did it not, after Biff Bronco started using drugs.

BOBO: I can't remember.

PROSECUTOR: Is it not true that you used to be an A student with a terrific memory?

BOBO: Me?

PROSECUTOR: Your honor, I would like to submit Mr. Biff Bronco's report cards for first through eighth grades to show that his brain used to be very sharp.

BOBO: (*smiling*) Sharp as a tack. I remember something like that.

JUDGE: Let the record show that Mr. Bronco's report cards are being entered as Exhibit B.

PROSECUTOR: No more questions.

DEFENDER (*standing up*): Mr. Brain, when exactly did Mr. Bronco start using drugs?

BOBO: Well let's see.... (*Squinting and trying to remember*) Umm...

DEFENDER: Is it not true that you can't remember much?

BOBO: I remember when it's time for a cigarette or some cocaine.

DEFENDER: But is it not true that you don't even remember where you were last night.

BOBO: I need a cigarette. I want a drink. Give me some drugs.

Homer Heart, Lefty Lung and Lilly Liver stand up and shout: No, No, NO. No. Save us. Help. (*They start to run around.*)

DEFENDER: Objection.

JUDGE: (*pounds the gavel*) Order in the court. Order in the court.

Everyone settles down.

JUDGE: That's plenty of evidence, if you ask me. It's time for the jury to talk this over and make a decision.

Everyone, except Gabby and Talky, freezes

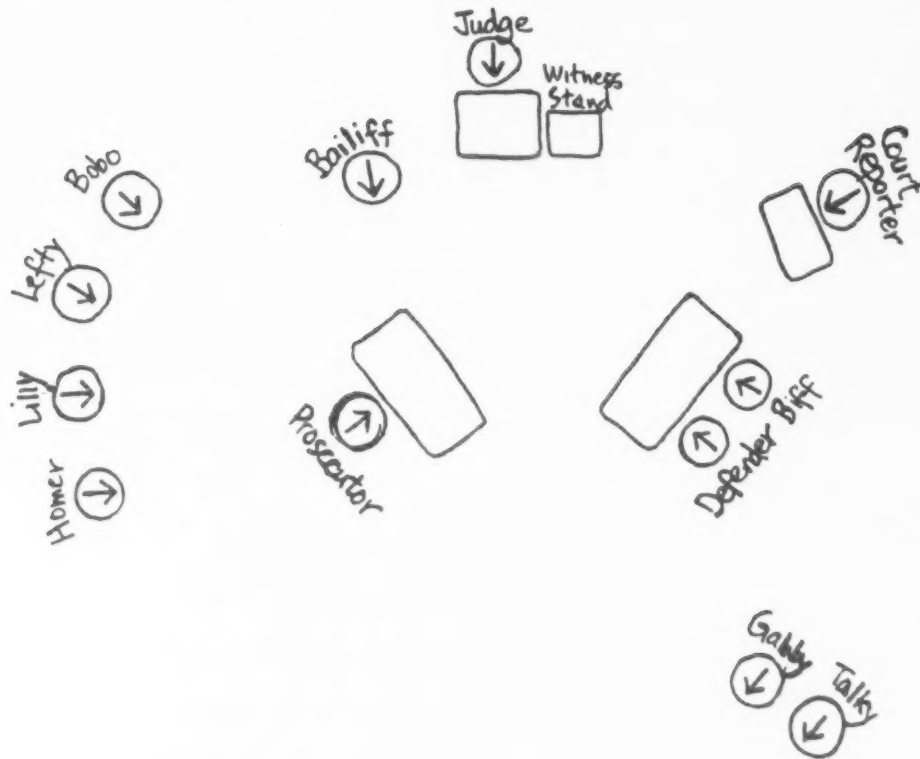
GABBY: Okay, ladies and gentlemen of the jury. It's up to you. Do you find Bobo guilty of the charges or not guilty?

TALKY: You'll have time to discuss this with your teachers. And then you must decide: guilty or not guilty. Did Bobo try to hurt his body or not?

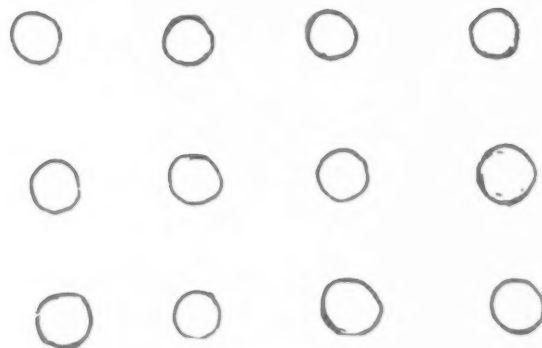
The characters may exit at this point and take off their costumes. If there is time, they can return for the discussion.

DIAGRAM: TRAIL BY ORGANS

STAGE DIAGRAM



AUDIENCE/ JURY



ACTIVITY: RESEARCH: THE EFFECTS OF DRUGS (about 4 class periods)**OBJECTIVES:**

1. Students will learn about the effects of drugs from reading articles from the popular press.
2. Students will combine their knowledge with other students and plan a joint oral report.
3. Students will gather information about the problems of drug use from presentations made by other students.

GRADE LEVEL: Orientation Grades 9--12
Skill Grades 6--10 (depending on the reading materials)

SUBJECT AREA: Language Arts, Current Events

CONSTRAINTS:

1. Students need reading and writing skills. The packet of popular articles available through CSEDI includes articles at a variety of levels. At the end of this unit is a list of these articles.
2. This activity is designed for students who are able to work together in small groups. Variations are suggested for students that cannot work together.
3. Activities asking students to gather information about drug dangers are more complicated (than simply lecturing), but they are also, according to the research, more effective. Students are more likely to believe information they have collected. When students speak out themselves against drugs, this message has a better chance of being internalized.

MATERIALS:

1. Copies of the three worksheets included with this activity.
Worksheet #1: Gathering Information--1 per article to be read.
Worksheet #2: Putting Information Together--copies for each student.
Worksheet #3: Evaluating a Panel Report--enough for each student to have a fresh one during each of the group reports.
2. A number of articles from the popular press may be used to teach students about the effects of drugs. Sets of articles about the following topics are available to teachers within NSSEO and may be ordered by calling (708) 255-6350. Please specify the topics your students will be researching.

Specific Drugs and their Effects

Effects of Alcohol
Effects of Cocaine
Effects of Marijuana
Effects of Nicotine Addiction

Problems Caused by Drugs

Effects of Drugs on the Unborn
Accidents caused by Drug Use
Drinking and Driving
Legal Issues and Drugs
Peer Pressure and Drugs
Families and Drug Use

Good Health: Living Drug Free

3. Students can also be asked to collect articles and information by using the local library.

STEPS**Period 1**

1. Divide the class into groups.

2. Give students time to read and answer questions about the information in the articles.

Periods 2-3

3. Encourage the groups to discuss the topic and pool information.

CLASSROOM INSTRUCTIONS

Each group will have one topic, either assigned or chosen. Give them the set of articles along with copies of Worksheet #1.

The students should divide up the articles and fill out the worksheets--one per article. They may use the back of the worksheet to record additional information.

Distribute Worksheet #2 and assist each group with determining which of these questions to focus on. You may also add other questions that the students should discuss. The following questions are on the worksheet and may be used as the basis of group (or class discussion):

#1. Specific Drugs and their Effects

1. What drug did you learn about?
2. What problems does it cause?
 - dangers to the body
 - psychological problems
 - dangers to the society or other people
 - legal problems
3. What problems are especially serious for kids your age?
4. How widespread is the use of this drug?
5. How would you stop younger kids from trying this drug?
6. What is the most interesting thing that you learned?
7. What do you think should be done?

#2. Problems caused by Drugs

1. What problem did you learn about?
2. What drugs or behaviors cause this problem?
3. Who is endangered by this problem?
4. What makes this problem serious?
5. How does this affect you and your family?
6. What do you think should be done?
7. How widespread is the problem?
8. Do you think the problem is going to get better or worse and why?

#3. Good Health: Living Drug Free

1. What did you learn about a healthy life style?
2. How does this affect you and your family?
3. What are some new trends in the United States?
4. What is convincing more and more people to live drug free?
5. What issues are most important for people your age?
6. What are healthy behaviors that students your age often do?
7. What are some ways to help students live in a healthier way?

4. Ask each group to develop reports as a panel of experts.

Have them divide up the questions after they have discussed the topic. They may also come up with their own questions. Explain, *As you discuss this issue, you may come up with other questions yourselves. Keep in mind your audience: the people in this class. What is important for us to know about your topic?*

Period 4

5. Have each group give their report.

Distribute Worksheet #3 for the audience to use during the panel reports. This will help to focus the audience and assist them in asking questions. After the panel's report, allow time for the audience to ask questions before going on to the next group.

EVALUATION:

1. Each student will read and answer questions about one article.
2. Each group will present information about the dangers of drugs and/or the advantages of a healthy lifestyle.
3. Each participant will list at least three things they learned from each panel's presentation.

VARIATIONS:

1. For students who cannot work in small groups, research a single topic as an entire class. Divide up the questions and have each student answer one of these. (You may then choose to research a second topic in the same way.)
2. For students who cannot organize a group report, individual students could write reports and or letters. (See Spin-Off #1).
3. For students who cannot compile information from several sources, each student could report on the information in a single article.

SPIN-OFFS:

1. **Language Arts:** Using the information from their research, ask the students to write a letter to someone they know (or someone they have read about) who uses alcohol and other drugs. The letter should convince the person to stop using, based on the dangers and problems associated with this drug.
2. **Language Arts:** Based on their reading, students could prepare position papers on a chosen topic (pro or con):
Tobacco should be made illegal.
Smoking in public places should be outlawed.
Which is more dangerous: Marijuana or Tobacco?
Pregnant women who use cocaine should be put in jail.

See the next activity: **ARGUMENTATION: EVIDENCE FOR A HEALTHIER WAY**

3. **Current Events:** Ask students to collect newspaper articles that demonstrate the dangers of drug use. These might include articles from the local or the city paper, including drug-related murders, gang activities, physical damage, accidents, etc. These articles could be made into a scrapbook (or a bulletin board) entitled: **One Week's Worth of Abuse: The Damage it Does.** NOTE: Be careful to avoid articles that may inadvertently glorify drug-related behaviors.

WORKSHEET #1: RESEARCH: THE EFFECTS OF DRUGS

GATHERING INFORMATION

1. Title of the Article:
2. Author of Article:
3. Date it was published:
4. Magazine or Newspaper it was found in:
5. What is the main problem that this article deals with?
6. What is the history of this problem?
7. What are the characteristics of the problem?

WORKSHEET #1: RESEARCH: THE EFFECTS OF DRUGS

8. How widespread is the problem?

9. How does this problem effect you and your family?

10. Other important information:

WORKSHEET #2: RESEARCH: THE EFFECTS OF DRUGS

PUTTING INFORMATION TOGETHER

INSTRUCTIONS:

1. If you read about one drug only and the effects of that drug, use the first set of questions.
2. If you read about a problem caused by drugs (such as accidents or birth defects), use the second set of questions.
3. If you read about a topic related to good health, use the third set of questions.

The following sets of questions may be used to help you write your report. Your teacher may assign some or all of these questions. You may also add some questions of your own.

SET #1. Specific Drugs and their Effects

1. What drug did you learn about?
2. What problems does it cause?
 - dangers to the body
 - psychological problems
 - dangers to the society or other people
 - legal problems
3. What problems are especially serious for kids your age?
4. How widespread is the use of this drug?
5. How would you stop younger kids from trying this drug?
6. What is the most interesting thing that you learned?
7. What do you think should be done?

Other questions:

SET #2. Problems caused by Drugs

1. What problem did you learn about?
2. What drugs or behaviors cause this problem?
3. Who is endangered by this problem?
4. What makes this problem serious?
5. How does this affect you and your family?
6. What do you think should be done?
7. How widespread is the problem?
8. Do you think the problem is going to get better or worse and why?

Other questions:

SET #3. Good Health: Living Drug Free

1. What did you learn about a healthy life style?
2. How does this affect you and your family?
3. What are some new trends in the United States?
4. What is convincing more and more people to live drug free?
5. What issues are most important for people your age?
6. What are healthy behaviors that students your age often do?
7. What are some ways to help teenagers live in a healthier way?

Other questions:

EVALUATING A PANEL REPORT

1. What is the topic of this panel's report?

2. What are three new things you learned from this report? (Write full sentences.)

3. What was the most interesting thing that you learned?

4. What is a question that you still have about this topic?

5. What was the best thing about this panel's report?

ACTIVITY: ARGUMENTATION: EVIDENCE FOR A HEALTHIER WAY (about 4--5 class periods)

OBJECTIVES:

1. To find evidence to support a controversial anti-drug measure.
2. To organize this evidence into an argument.
3. To present this argument to peers.

GRADE LEVEL: Orientation Grade 9--12

Skill Grade 7--10 (depending on reading materials)

SUBJECT AREA: Language Arts, Current Events

CONSTRAINTS:

1. Students need reading and writing skills. The packet of popular articles available through CSEDI includes articles at a variety of levels.
2. Traditional academic debating is probably too abstract for many of our students. (See Spin-Offs) Moreover, only a few issues allow both sides to present a strong anti-use message. This activity suggests a number of anti-drug arguments, many of them controversial, that students will need to support with research. For some students, arguing for civil disobedience or a change in the law may allow them to frame their impulse to rebel against authority in a healthy context. As the teacher, choose topics with which you are comfortable.
3. Activities asking students to gather information about drug dangers are more complicated (than simply lecturing), but they are also, according to the research, more effective. Students are more likely to believe information they have collected. When students speak out themselves against drugs, this message has a better chance of being internalized.

MATERIALS:

1. Sources of information about the topic(s) you and/or the students have chosen. For schools within NSSEO, a number of articles are available through the Comprehensive Special Education Drug Initiative (255-6350). A list of these is included at the end of this unit.
2. Copies of Worksheets:
 - #1: TYPES OF EVIDENCE
 - #2: ORGANIZING THE ARGUMENT
 - #3: SAMPLE OUTLINE OF AN ARGUMENT FOR CHANGE

Possible Topics for Argumentation:

1. Pregnant mothers who use cocaine should be forced to quit, even if it means putting them in jail.
2. Pregnant mothers who use cocaine should be offered a supportive, friendly environment in which to quit cocaine.
3. Community groups have the right to remove (or deface) billboard ads for alcohol.
4. Community groups have the right to remove (or deface) billboard ads for tobacco.
5. Persons who continue to drive while intoxicated (even after they lose their licenses) should be given jail terms.
6. Airline pilots should have to take drug (including alcohol) tests before flying.
7. Professional athletes should have to take drug tests for illegal drugs, including steroids.
8. Use of tobacco should be made illegal.

STEPS

Period 1

1. Introduce the idea of supporting an argument with research.

2. Discuss point of view.

3. Discuss evidence.

CLASSROOM INSTRUCTIONS

Explain, *Usually when we argue something, we start with a strong feeling. The feeling may be personal, maybe based on something that happened to us. When you argue in a speech or paper, you also need facts and other people's opinions to back you up. To find that information, you need to read.*

Explain, *When you write an argument, you need to select a point-of-view. A paper about Arlington Heights--the kind of community it is, the history, etc--that's not an argument. An argument has to argue for or against something. Show the students the list of eight statements they could argue for. Tell them that they can pick something else, but it has to be an argument with a clear point of view.*

Ask the students what kinds of evidence they might find for their argument? Distribute Worksheet #1 and introduce five kinds of evidence they might look for:

1. **Statistics that describe the problem**--how serious it is, how widespread, etc.
2. **Statistics from experiments or from attempts to solve the problem** in some way. For example, this might include the number of people who continued to drive while intoxicated even after they were caught and fined.
3. **Expert opinions**--statements by people who should know because they have some special training or experience in this field. It's important to say who the expert is and why they're an expert about this problem. If you copy any of their words, put them inside **quotation marks**. Even if you say it in your own words, start with the phrase, *According to...* and the name of the person.
4. **Non-expert opinions**. Non-experts are people like us, who have no special training in this problem. Our opinions are not as strong as evidence. Often the opinions of non-experts are convincing if they have been hurt in some way by the problem.
5. **Personal experience**. This is your own experience with this problem. If it has affected you or someone you care about, you can use your own experience as evidence.

4. Assist the students with collecting evidence.

Students may read articles from the CSEDI collection as well as collecting additional sources. These include newspaper articles as well as books. Often, however, books will not be as current, partly because of the time it takes to publish. In addition, books are often more descriptive. Students may write their evidence on index cards to allow them to sort it out later. A sample index card is included on the handout. If students write just one piece of evidence on a single card, that may help them with later organization.

5. Help the students to organize the evidence they have.

Distribute Worksheet #2 and have them note the evidence they have for each of the items.

Period 3--4

6. Assign a report (oral or written) based on this evidence.

Distribute Worksheet #3 and go over the sample outline for a report.

I. Introduction

- A. The problem you are addressing.
- B. What you are arguing for.
- C. (Optional) Why your audience should care.

II. The seriousness of the problem.

- A. Evidence to show this problem is widespread (some or all of the following):
 1. Statistics that show that a lot of people are affected by this problem.
 2. Statistics that show that the problem is getting bigger.
 3. Statements by experts who see the problem as widespread.
- B. Evidence to show that this problem is important.
 1. Information about how serious the effects of this problem are.
 2. Statements by experts about how serious this problem is.
 3. Information about how this problem affects your own community.

III. The history of the problem

- A. What we know about this problem over time.
 1. How long this problem has been around.
 2. How has it changed recently?
 - a. Are kids more involved now?
 - b. Are more people involved now?
 - c. Has the drug itself changed?
 - d. Other?
- B. Information about other solutions that have been tried
 1. Statistics about how well these solutions work.
 2. Information about problems these other solutions caused.
 3. Other:

IV. Your solution

A. Details about the solution you are suggesting.

1. How is it different from past solutions
2. How will it work: who will do what, where, when, how.
3. Cost
4. Possible problems

B. Evidence to show your solution will work.

1. Statistics from experiments or trials in other places.
2. Quotes from experts who believe in it.

V. Conclusion

A. What you've told us, briefly.

B. Restate your point of view: what you are arguing for.

C. Your hope for the future.

7. Ask the students to present their argument to the group.

During the presentations, ask the other students to write down **three facts** that they learned and **three questions** they could ask the presenter.

EVALUATION:

1. Students will select evidence from their reading to support their argument.
2. Students will apply the evidence to their argument for the controversial measure.
2. Students will argue for an anti-drug measure either through a report or a speech.

VARIATIONS:

1. For students who **cannot organize information**, ask them simply to report on the evidence they found. As a group, discuss what the evidence means in terms of what they are researching. The third worksheet--the sample outline of a report--may be eliminated.
2. For students who **cannot work independently**, assign a single topic to a group. Assist them with breaking down the task into smaller segments.
 - Each students may read two articles and report back on what they found.]
 - The group (or class) may decide what is evidence for their point of view.
 - Each person in the group may be in charge of answering one of the questions on the worksheet.

SPIN-OFF:

1. Language Arts or Social Studies: Teach the students some simple rules for debating. The arguments could be expanded into debates with groups assigned the **affirmative** (arguing in favor of a proposed change) or the **negative** (arguing against the proposed change). The groups take turns presenting their case with the affirmative going first.

The affirmative must show:

1. A real problem exists
2. The problem is big enough to be serious
3. The problem is due to how things are now (so a change is needed)
4. The proposed change will help to solve the problem

The negative may argue in any of the following ways:

1. By showing that the problem is not that serious.
2. By showing that proposed change will not work.
3. By showing that the proposed change will cause real harm or cost a lot of money
4. By showing that another plan is better (cheaper, safer, more humane, more effective, etc.).

WORKSHEET #1: ARGUMENTATION

EVIDENCE YOU MAY USE TO PROVE YOUR POINT

1. **Statistics that describe the problem**--how serious it is, how widespread, etc.
2. **Statistics from experiments or from attempts to solve the problem** in some way. For example, this might include the number of people who continued to drive while intoxicated, even after they were caught and fined.
3. **Expert opinions**--statements by people who should know because they have some special training or experience in this field. It's important to say who the expert is and why they're an expert about this problem. If you copy any of their words, put them inside **quotation marks**. Even if you say it in your own words, start with the phrase, *According to...* and the name of the person.
4. **Non-expert opinions**. Non-experts are people like us, who have no special training in this problem. Our opinions are not as strong as evidence. Often the opinion of non-experts is convincing if they have been hurt in some way by the problem.
5. **Personal Experience**. This is your own experience with this problem. If it has affected you or someone you care about, you can use your own experience as evidence.

A sample index card:

Cronin, M; Ludtke, M & Willwerth, J
"Innocent Victims" TIME 5/13/91

Exposure to drugs in newborn babies --
1 out of 10 in U.S. (for illegal drugs)
375,000 a year !!
According to National Assoc. for Perinatal
Addiction Research. (NAPARE) p57

1. What (measure or solution) are you arguing for?
2. What is the problem you are hoping to solve?
3. What evidence do you have that this problem is serious and important?

WORKSHEET #2: ARGUMENTATION

4. What evidence do you have that this problem is widespread?

5. What evidence do you have that other solutions won't work?

6. What evidence do you have that your solution will work?

WORKSHEET #3: ARGUMENTATION

SAMPLE OUTLINE OF AN ARGUMENT FOR CHANGE

I. Introduction

- A. The problem you are addressing.
- B. What you are arguing for.
- C. (Optional) Why your audience should care.

II. The seriousness of the problem

- A. Evidence to show this problem is widespread (some or all of the following):
 - 1. Statistics that show that a lot of people are affected by this problem.
 - 2. Statistics that show that the problem is getting bigger.
 - 3. Statements by experts who see the problem as widespread.
 - 4. Other:
- B. Evidence to show that this problem is important.
 - 1. Information about how serious the effects of this problem are.
 - 2. Statements by experts about how serious this problem is.
 - 3. Information about how this problem affects your own community.
 - 4. Other:

III. The history of the problem

- A. What we know about this problem over time.
 - 1. How long this problem has been around.
 - 2. How has it changed recently?
 - a. Are kids more involved now?
 - b. Are more people involved now?
 - c. Has the drug itself changed?
 - d. Other:
- B. Information about other solutions that have been tried
 - 1. Statistics about how well these solutions work.
 - 2. Information about problems these other solutions caused.
 - 3. Other:

IV. Your solution

- A. Details about the solution you are suggesting.
 - 1. How is it different from past solutions
 - 2. How it will work: who will do what, where, when, how.
 - 3. Cost
 - 4. Possible problems your solution might cause
- B. Evidence to show your solution will work.
 - 1. Statistics from experiments or trials in other places.
 - 2. Quotes from experts who believe in it.

V. Conclusion

- A. What you've told us, briefly.
- B. Restate your point of view: what you are arguing for.
- C. Your hope for the future.

ACTIVITY: LIFE SPAN AND SMOKING: READING A TABLE**OBJECTIVES:**

1. To locate information about the effects of smoking in a statistical table.
2. To answer questions about the effects of smoking based on information in a table.

GRADE LEVEL: Orientation Grades 10--12
Skill Grades 6--7

SUBJECT AREA: Math

CONSTRAINTS:

1. This activity would fit best in a unit on reading tables and understanding statistics.
2. Students will need to have some understanding of statistical probabilities.
3. Students will need to be familiar with decimals to complete this activity.

MATERIALS:

1. The table, "Life Expectancy" that accompanies this activity--both as a worksheet for each student and as an overhead transparency. This table was developed for Mutual Life Assurance Company of Massachusetts and is reprinted from *Science and Health Experiments and Demonstrations in Smoking Education* by Gilbert and Ziady.
2. Copies of Worksheet #2: QUESTIONS OF LIFE AND DEATH.
3. Answer Key

STEPS

1. Define life expectancy.
2. Discuss the behaviors that affect our life expectancy.
3. Examine the Life Expectancy Table.

CLASSROOM INSTRUCTION

Tell the students, *Many things we do in our lives affect how long we will probably live.* Ask, *"What does 'probably' mean in that sentence? Will everyone who lives an unhealthy life die young? Are they more likely to die young?"*

Ask the students what behaviors will affect how long each person will probably live. Write these on the board. Along with drug and alcohol use, include risky activities such as sky diving or fighting in a war, being exposed to toxic chemicals, etc. Also mention that certain factors about our health are not in our control, for instance diseases or problems that we inherit from our parents.

Put up the overhead transparency of the table and ask the students to tell you what they see. Discuss different categories of information and how they intersect. Ask which part of the chart describes Smokers and which part describes NonSmokers. Using a washable marker, circle each of these words.

4. Ask some straightforward questions based on this chart.

Give each student a copy of the table, and give them a chance to answer the following descriptive questions. When appropriate have individual students come up and point to the correct information on the transparency.

1. On what line would you find information about **people who are 36 years old**?
2. On what line would you find information about **people who are 60 years old**?
3. What **two groups of people** does this chart compare?
4. What **single thing** does the chart compare about the two groups?
5. At what age does the **table end**? At what age does it begin?
6. In what column would you find information about the **number of smokers who are expected to be alive** at the beginning of a year? How about **non-smokers**?
7. In what column would you find the **number of nonsmokers who are expected to die** in a certain year? How about **smokers**?
8. What does **expected deaths during year per 1,000** mean?
9. How many people is the table based on to start with?
10. Why does that **number drop** as you move down the page

5. Answer the questions on the worksheet.

Give each student a copy of Worksheet #2, along with a copy of the table. Depending on the level of your students, answer the items together or allow students to work independently.

6. Review the idea of probability.

Ask the students, *Let's say you know two people: Hank who has never smoked and Bill who smokes two packs daily. Who will die first? Can you ever be sure? Who is more likely to die first?*

7. Review the long term effects of smoking.

Explain, *We have seen from the table that smoking lessens your chances of having a long life. How does smoking do that? What kinds of problems does it cause?* Include the following in this discussion: cancer of the lungs, liver, pancreas, mouth, esophagus, and bladder; emphysema; heart disease; stroke.

EVALUATION:

1. Each student should answer at least one descriptive question independently (Step 4).
2. Each student should answer at least one interpretive question independently (Step 5).

VARIATION: For lower functioning students, skip the following questions: 10, 11, 12 and extra credit.

SPIN-OFFS:

1. **Math:** Using the information in this chart, have the student make a graph of the differing death rate for smokers and non-smokers beginning at age 35.
2. **Personal development:** Discuss what other life styles choices (cocaine use, alcohol use) might show similar differences in life expectancies.

(Both spin-off activities are from *Science and Health Experiments and Demonstrations in Smoking Education* by Gilbert and Ziady)

WORKSHEET #1/OVERHEAD TRANSPARENCY: READING A TABLE

LIFE EXPECTANCY

Smokers				Nonsmokers			
Age	Number Alive at Beginning of Year	Expected Deaths During Year Per 1,000	Expected Deaths During Year	Age	Number Alive at Beginning of Year	Expected Deaths During Year Per 1,000	Expected Deaths During Year
35	100,000	1.53	153	35	100,000	.45	45
36	99,847	1.65	165	36	99,955	.50	50
37	99,682	1.84	183	37	99,905	.56	56
38	99,499	2.02	201	38	99,849	.61	61
39	99,298	2.33	231	39	99,788	.71	71
40	99,067	2.65	263	40	99,717	.83	83
41	98,804	2.99	295	41	99,634	.94	94
42	98,509	3.41	336	42	99,540	1.06	106
43	98,173	3.79	372	43	99,434	1.19	118
44	97,801	4.20	411	44	99,316	1.35	134
45	97,390	4.75	463	45	99,182	1.53	152
46	96,927	5.43	526	46	99,030	1.75	173
47	96,401	6.06	584	47	98,857	1.96	194
48	95,817	6.71	643	48	98,663	2.24	221
49	95,174	7.51	715	49	98,442	2.50	246
50	94,459	8.41	794	50	98,196	2.80	275
51	93,665	9.33	874	51	97,921	3.11	305
52	92,791	10.16	943	52	97,616	3.50	342
53	91,848	11.15	1,024	53	97,274	3.85	375
54	90,824	12.26	1,114	54	96,899	4.23	410
55	89,710	13.50	1,211	55	96,489	4.82	465
56	88,499	15.04	1,331	56	96,024	5.37	516
57	87,168	16.72	1,457	57	95,508	5.97	570
58	85,711	18.35	1,573	58	94,938	6.80	646
59	84,138	20.18	1,698	59	94,292	7.48	705
60	82,440	21.89	1,805	60	93,587	8.42	788
61	80,635	23.89	1,926	61	92,799	9.19	853
62	78,709	25.91	2,039	62	91,946	10.36	953
63	76,670	28.46	2,182	63	90,933	11.38	1,036
64	74,488	31.06	2,314	64	89,957	12.94	1,164
65	72,174	34.13	2,463	65	88,793	14.22	1,263
66	69,711	37.12	2,588	66	87,530	16.14	1,413
67	67,123	40.57	2,723	67	86,117	17.64	1,519
68	64,400	43.76	2,818	68	84,598	19.89	1,683
69	61,582	47.31	2,913	69	82,915	21.51	1,784
70	58,669	50.50	2,963	70	81,131	24.05	1,951
71	55,706	54.98	3,063	71	79,180	26.18	2,073
72	52,643	59.34	3,124	72	77,107	29.67	2,288
73	49,519	64.66	3,202	73	74,819	32.33	2,419
74	46,317	69.62	3,225	74	72,400	36.64	2,653
75	43,092	76.05	3,277	75	69,747	40.03	2,792
76	39,815	81.99	3,264	76	66,955	45.55	3,050
77	36,551	89.65	3,277	77	63,905	49.80	3,182
78	33,274	96.53	3,212	78	60,723	56.78	3,448
79	30,062	103.53	3,112	79	57,275	64.71	3,706
80	26,950	110.31	2,973	80	53,569	73.54	3,940

From the State Mutual Life Assurance Company of Massachusetts

WORKSHEET #2: READING A TABLE

QUESTIONS OF LIFE AND DEATH

Use the table, LIFE EXPECTANCY to answer the questions that follow.

1. At age 35, how many smokers are included in the table?

How many non-smokers?

2. At age 45, how many more smokers than non-smokers are expected to die?

3. How many 45 year olds are expected to be alive at the beginning of the year?

_____ smokers

_____ non-smokers

4. At age 65, how many more smokers than non-smokers are expected to die?

5. How many 65 year olds are alive at the beginning of the year?

_____ smokers

_____ non-smokers

6. Of the 100,000 smokers at age 35, how many are expected to be alive at age 80?

7. Of the 100,000 non-smokers at age 35, how many are expected to be alive at age 80?

8. At what age is the number of deaths per 1,000 highest for both smokers and non-smokers?

WORKSHEET #2: READING A TABLE

9. At what age is this true: Expected deaths per 1,000 for smokers is 3.41?

At what age is this true: Expected deaths per 1,000 for non-smokers is 1.06?

What does this tell you?

10. Out of 1,000 smokers at **age 64**, how many are expected to die? (Round off your answer to the nearest whole number.)

11. At **age 50**, the death rate for **smokers is 8.41** (expected deaths during year per 1,000). At what age, do **non-smokers** have a death rate that is **similar**?

12. At ages **78, 79, and 80**, the number of expected deaths is **higher** for non-smokers than non-smokers. **Why** is this so?

Extra Credit: At what age do you find the **greatest difference** between the number of smokers and the number of non-smokers who are expected to die?

ANSWER KEY: READING A TABLE

1. At age 35, how many **smokers** are included in the table? *100,000*
How many non-smokers? *100,000*
 2. At age 45, how many **more** smokers than non-smokers are expected to die? *463-152 = 311*
 3. How many **45 year olds** are expected to be alive at the beginning of the year?
smokers *97,390*
non-smokers *99,182*
 4. At age 65, how many **more** smokers than non-smokers are expected to die? *2463-1263 = 1200*
 5. How many **65 year olds** are alive at the beginning of the year?
smokers *72,174*
non-smokers *88,793*
 6. Of the 100,000 **smokers** at age 35, how many are expected to be alive at age 80? *26,950*
 7. Of the 100,000 **non-smokers** at age 35, how many are expected to be alive at age 80? *53,569*
 8. At what age is the number of deaths per 1,000 **highest** for **both** smokers and non-smokers? *80*
 9. At what age are the following true:
Expected deaths per 1,000 for smokers is 3.41? *42*
Expected deaths per 1,000 for non-smokers is 1.06? *42*
 10. Out of 1,000 **smokers** at age 64, how many are expected to die? (Round off your answer to the nearest whole number.) *31*
 11. At age 50, the death rate for **smokers** is 8.41 (expected deaths during year per 1,000). At what age, do non-smokers have a death rate that is similar? *60*
 12. At ages 78, 79, and 80, the number of expected deaths is higher for **non-smokers** than **smokers**. Why is this so?
Fewer smokers are left.
- Extra Credit: At what age do you find the **greatest** difference between the number of smokers and the number of non-smokers who are expected to die? Age 67: *2763-1519 = 1204*

STUDENT RESEARCH ARTICLES

PRE-NATAL DRUG EFFECTS

Toufexis, Anastasia; **Innocent Victims**; Time; May, 13, 1991; pp. 56--60

An article describing the social and educational problems faced by children whose mothers used crack cocaine during pregnancy. The article also describes some pilot programs that are showing positive results in dealing with these children.

Willwerth, James; **Should We Take Away Their Kids**; Time; May, 13, 1991; pp. 62--63.

A follow-up article to the previous citation. This one discusses the lack of treatment options for pregnant women and the need to provide opportunities for rehabilitation rather than simply removing a child from their mother's care.

Kantrowitz, Barbara; **The Crack Children**; Newsweek, February 12, 1990; pp. 62--63.

An article concerning the health problems faced by children prenatally exposed to crack cocaine as well as describing an early intervention program that is showing some promise.

Callahan, Sidney; **The Sorrow and the Pity of Drug-Damaged Babies**; Prevention Forum; Prevention Resource Center; Springfield, IL; Summer 1991; pp. 13--14 (reprinted from FAS Update; Fall 1990).

Reactions of a professor of psychology from Mercy College to his involvement on a panel discussing drug affected babies. Focuses on the need for treatment for women of childbearing age.

Atkins, William T.; **Special Feature**; Prevention Forum; Prevention Resource Center; Springfield, IL; Summer 1991; pp. 14--15.

Remarks from the Director of the Illinois Department of Alcoholism and Substance Abuse at a Drug Free Families With a Future/Prevention Resource Center training conference on June 5, 1990. Discussed a program on the West Side of Chicago designed to provide residential substance abuse treatment services for pregnant women.

Help Drug Babies, First Lady Pleads; Chicago Tribune; January, 1990.

An article about a presentation by First Lady Barbara Bush to a group of foster grandparents about the increased need for volunteers to work with infants with AIDS and "boarder" babies abandoned by their drug-addicted mothers.

McCaffree, Mary Anne; **Letter to an Unborn Child**; USA Today.

A fictitious letter created by an associate professor of pediatrics at the University of Oklahoma Health Sciences Center. The letter pledges to not use any mood altering chemicals while pregnant. It specifically mentions tobacco and alcohol.

Landers, Ann; **The Astonishing Story of a Heroin Baby**; Chicago Tribune; Nov. 6, 1990; Sec. 5, page 3.

A letter from an individual whose mother used heroin while pregnant. Outlines all of the problems this person had to face, but ends with hope as they have entered college and maintained a B average.

ADDICTION

Willi, Denise; **Straight Talk About Drinking**; Scholastic Action.

An article written for students (fairly easy reading level) that discusses the fact that teenagers can become alcoholic. Also presents statistics that indicate that you can get into trouble with alcohol even if you are not alcoholic.

Segal, Naomi; **Kids Speak Out About Drugs**; Junior Scholastic; Dec. 1, 1989; pp. 4--6.

Interviews with two young people in drug rehabilitation centers about why kids start using drugs and what happens when they get "hooked".

X., Richard; **Confessions of an Aging Pothead**; Texas Monthly.

An article that counters the belief that marijuana is safe and not addicting. Since the author discusses some of the reasons he used, many of which discuss how good he felt when high, teachers will want to be careful to focus students' attention on the negative results.

Sudo, Phil and Goi, Simona; **The Soviet Hangover**; Scholastic Update; Nov. 16, 1990; page 14.

A short article about the alcohol problem in the Soviet Union and the denial that has surrounded it for years (but which is now ending).

Where To Find Help; Scholastic Update; Nov. 16, 1990; page 17.

A list of national resources for treatment and support with respect to alcohol and other drug problems in young people. Also has the results of the most recent survey of teens listed in Who's Who Among American High School Students. Shows that even the "best" students use alcohol.

Relin, David Oliver; **The Human Toll**; Scholastic Update; Nov. 16, 1990; pp. 7--9.

A report that introduces readers to three young people whose lives have been negatively affected by alcohol--one is a recovering alcoholic, one is the child of an alcoholic, and one had a brother killed by a drunk driver.

Franklin, Deborah; **Hooked, Not Hooked: Why Isn't Everyone an Addict**; In Health; Nov/Dec 1990; pp. 39--52.

A lengthy, but comprehensive, article about addiction. Discusses what addiction is, how people become addicted, whether or not there is an "addictive personality", and why people (teens in particular) use alcohol and other drugs.

Seltzer, David; **Drinking in America: Portrait of a Teenage Alcoholic**; Seventeen; Part 1--March 1990 ; pp. 179--184; Part 2--April 1990; pp. 77--80.

A two part biography of a sixteen-year-old alcoholic girl. Outlines the progression of her disease and her struggle to recover. Contains side bars containing statistics about drinking patterns and a test to determine whether a young person may have a problem with alcohol.

Desmond, Edward W.; **Out In the Open**; Time; Nov. 30, 1987; pp. 80--90.

A fairly long and complex description of alcoholism including some of the "new" (as of 1987) research. The primary focus is that alcoholism is becoming less of a stigma which allows people to get help.

Leerhsen, Charles; **Alcohol and the Family**; Newsweek; Jan. 18, 1988; pp. 62--68.

An article about alcoholism that focuses on the effects on the family. Describes patterns found in children of alcoholics as well as the issue of heredity and alcoholism.

Pacheco, Patrick; **The Ordeal of an American Family**; Ladies Home Journal; Oct. 1984; pp. 111--113, 168--178.

An article that tells the story of what happened to one family as a result of teenage alcoholism. Tells the story of addiction from the point of view of both the family and the teenager as well as the story of recovery.

Questions and Answers About Alcohol Problems; Prevention Resource Center; Springfield, IL; MS387.

A list of the most commonly asked questions about alcoholism and accurate answers. Also contains information for children living with an alcoholic parent regarding what they can do to cope.

ALCOHOL AND CIGARETTE ADVERTISING

Gallagher, John F.; **Under Fire From All Sides**; Time; vol. 135; March 5, 1990; page 41.

An article about tobacco ads that target young people and the criticisms of that practice.

Castro, Janice; **Volunteer Vice Squad**; Time; vol. 135; April 23, 1990; pp. 60--61.

An article about various grass-roots campaigns against cigarette and alcohol advertisements. Discusses the response of companies and current legislation.

Hardy, James Earl; **This Ad's For You**; Scholastic Update; vol. 23; Nov. 16, 1990; pp. 18--19.

Questions the message sent to teenagers by alcohol advertising and whether companies have a responsibility to discourage drinking by teens.

Jouzaitis, Carol; **Billboards a Battleground: Urban Activists, Advertisers Clash**.

An article about local (Chicago) efforts to ban billboard ads promoting alcohol and tobacco in poor, inner city neighborhoods. Protesters claim that these ads intentionally target the African American community and are concerned about the impact of the children in these neighborhoods.

Cohen, Sharon; **Gospel of the Ghetto: Cleric With a Cause Speaks Out**; Associated Press; September 21, 1991.

An article from the Associated Press printed in a local newspaper in Sumter, SC about the Chicago priest who is fighting to ban billboard advertising of alcohol and tobacco in inner city, black neighborhoods.

Siewers, Alf; **Priest Freed in Billboard Attack**; Chicago Sun-Times; July 3, 1991.

An article about Rev. Michael Pfleger, the Chicago priest who has led the fight to ban alcohol and tobacco billboards. After being arrested for criminal destruction of property, he was found not guilty by a jury.

Hirsley, Michael; **"A Minister in Spite of the Church"**.

An article outlining the history of Rev. Michael Pfleger and his attempts to ban alcohol and tobacco billboard advertising.

Secter, Bob; **Priest Pleads Moral Right to Deface Ads**; Los Angeles Times; August 16, 1990.

An article about Rev. Michael Pfleger's attempts to rid inner city black neighborhoods of alcohol and tobacco billboards that target African Americans.

ALCOHOL

Gaskins, Pearl; **What Do You Know About Drinking: A Choices Guide to Alcohol and Your Body**; Choices; Oct. 1991; pp. 28--32.

Three teens tell how alcohol almost destroyed their bodies and their lives. Also contains factual information about what happens when someone drinks.

Willi, Denise; **Straight Talk About Drinking**; Scholastic Action; pp. 4--5.

Addresses the fact the alcohol is the number one drug of choice for teens. Talks to some teens and adults about alcohol, why they started using, and what happened.

Seltzer, David; **Drinking in America: Portrait of a Teenage Alcoholic**; Seventeen; Part 1--March 1990; pp. 179--183; Part 2--April 1990; pp. 77--80.

A two part biography of a sixteen-year-old alcoholic girl. Outlines the progression of her disease and her struggle to recover. Contains side bars containing statistics about drinking patterns and a test to determine whether a young person may have a problem with alcohol.

Houlton, Betsy; **Dangers of Drinking**; Boy's Life; August 1989; page 12.

Outlines the dangers of drinking such as drinking and driving accidents, physical damage, and alcoholism. Short and to the point.

Sudo, Phil; **A Sobering Reality**; Scholastic Update; Nov. 16, 1990; pp. 2--4.

Focuses on the number one drug of choice for all Americans, but especially for teenagers--alcohol. The primary emphasis is on the laws regarding drinking and their history. Also contains statistics regarding "America's Drinking Problem".

Think. You Don't Have to Drink; U.S. Dept. of Health and Human Services; Prevention Resource Center; Springfield, IL; PH226.

A copy of a pamphlet aimed at young people about making choices regarding alcohol. Answers questions about alcohol and its effects on the body as well as the issue of drinking and driving.

COCAINE

Spitz, Susan, M.D.; **Crack: How the Drug Hooks Its Users**; Science World; Dec. 9, 1989; pp. 6--9.

Explains what crack is, how it works on the brain, and the dangers of crack use.

Toufexis, Anastasia; **Innocent Victims**; Time; May, 13, 1991; pp. 56--60

An article describing the social and educational problems faced by children whose mothers used crack cocaine during pregnancy. The article also describes some pilot programs that are showing positive results in dealing with these children.

Willwerth, James; **Should We Take Away Their Kids**; Time; May, 13, 1991; pp. 62--63.
A follow-up article to the previous citation. This one discusses the lack of treatment options for pregnant women and the need to provide opportunities for rehabilitation rather than simply removing a child from their mother's care.

Kantrowitz, Barbara; **The Crack Children**; Newsweek, February 12, 1990; pp. 62--63.
An article concerning the health problems faced by children prenatally exposed to crack cocaine as well as describing an early intervention program that is showing some promise.

Cocaine and the Middle-Class High; Reader's Digest; Oct. 1981; pp.117--121
(condensed from--Time; July 6, 1981).
Although this article is fairly old, it gives a good overview of the growth of cocaine use in the early 80's. Discusses why it is such a popular drug and some of the dangers.

Coke: The Random Killer; The CareMedic; Care Unit Hospital Program; Irvine, CA.
A copy of a fairly technical, but accurate and detailed, pamphlet on cocaine. Talks about how it acts on the body and the dangers, including how it kills. The reading level will be hard for all but the most advanced students, and even those will need help from teachers.

Kids and Cocaine: An Epidemic Strikes Middle America; Newsweek; March 17, 1986; pp. 58--65.
A series of articles and side-bars that discuss the use of cocaine among young, middle-class teenagers. Provides information about what it does, how people get hooked, and places to go for help.

Smith, Dinitia; **My Husband Was Hooked on Cocaine**; Woman's Day; Feb. 5, 1985; pp.58--66.
A true story about addiction to cocaine told from the point of view of the addict's wife. Provides information about how they got help.

Crack: Too Dangerous to Try Even Once; The CareMedic; Care Unit Hospital Program; Irvine, CA.
A copy of a fairly technical, but detailed, description of crack, how it works, and its effects. Students will probably need teacher assistance in understanding many of the words, but the information is good.

DRINKING AND DRIVING

Drunk Driving; Scholastic Action; Nov. 16, 1990; page 2.
A very brief article about a drunk driving incident in Kentucky and the reactions of several people. Asks students to think about their feelings--Should it be considered murder? What should happen to the driver who was drinking?

Rotenberg, Lesli; **Make a Contract For Life**; Scholastic Choices; vol. 1; Dec. 1985; page 38.
Talks about Students Against Driving Drunk (SADD) and what these groups are doing to combat drunk driving. *Some discussion should take place regarding the option of not drinking at all--many people feel that SADD enables drinking among young people by not taking a "no use" stand.*

White, Wendy; **Putting the Brakes on Drunk Driving**; Teen Magazine; vol. 31; March 1987; pp. 22-27, 82.

Gives statistics and cases involving teenage deaths from drinking and driving and efforts of SADD groups around the country (including one local high school) to address this issue. *Some discussion should take place regarding the option of not drinking at all--many people feel that SADD enables drinking among young people by not taking a "no use" stand.*

Pursch, Joseph A., M.D.; **Drunk Driving Limits**; Addiction and Recovery; June 1990; page 30

An opinion paper by one of the leading figures in addiction treatment regarding the need to lower blood alcohol content levels for legal intoxication from .10 to .08 and the rationale behind this push.

GENERAL DRUG INFORMATION

Hallucinogens: A Trip to Nowhere; Current Health; January 1991.

An article that discusses the naturally occurring and synthetic hallucinogens and the dangers of their use.

Why Some People Turn to Drugs; Current Health; September 1990.

An article in story format that outlines a student's attempt to research why some people turn to drugs. In order to complete this assignment, the student interviews the director of the substance abuse prevention program at a local college.

Segal, Naomi; **Kids Speak Out About Drugs**; Junior Scholastic; Dec. 1, 1989; pp. 4--6.

Interviews with two young people in drug rehabilitation centers about why kids start using drugs and what happens when they get "hooked".

Cohen, Sidney, M.D.; **Twenty Questions Frequently Asked by Students**; Drug Abuse and Alcoholism Newsletter; Vista Hill Foundation; Newsletter 14, no. 3; May 1985.

Although this newsletter is almost 7 years old, it contains the answers to questions that students still ask (and need the answers to). Addresses questions about alcohol, tobacco, marijuana and heroin.

Winners Don't Use Drugs; The National Crime Prevention Council; Prevention Resource Center, Springfield, IL.

A copy of a pamphlet geared toward intermediate and junior high aged students from McGruff the crime dog. The pamphlet has both information and word puzzles that help kids look at why they shouldn't use alcohol and other drugs.

LEGAL ISSUES

Garvin, Nedra; **Priests' Anti-Drug Campaign Nets Result**; Operation PUSH Magazine; Fall 1989; page 28.

Highlights the passing of a law in Illinois to ban sales of drug paraphernalia (the first state to do so). Credits that work of two local priests in making this happen.

Giese, Father Vincent J.; **Drug War: "Taking it to the Streets";** The New World; vol. 97, no. 50; December 15, 1989.

An article from the Chicago Catholic Publications newsletter about the passage of the Illinois law banning the sale of drug paraphernalia.

Gilradi, John; **Priests Vow to Push Fight on Drugs Despite Threats.**

An article about the two priests responsible for pushing through the Illinois law to ban the sale of drug paraphernalia. They vow to continue the fight despite threatening letters and phone calls.

Drunk Driving; Scholastic Action; Nov. 16, 1990; page 2.

A very brief article about a drunk driving incident in Kentucky and the reactions of several people. Asks students to think about their feelings--Should it be considered murder? What should happen to the driver who was drinking?

Are the New Drinking Laws Fair?; Seventeen; March 1986; page 190.

A debate between two students (age 19) about the increase in the legal drinking age to 21. One student supports the increase, the other argues that there are other ways to reduce the highway fatality rate among young drivers.

Manning, Steven; **Drinking in America; Scholastic Update;** November 16, 1990; pp. 10--11.

An article about the history of efforts in this country to control alcohol consumption and alcoholism through legal methods.

Monagle, Katie; **A Labyrinth of Laws; Scholastic Update;** November 16, 1990; pp. 12--13.

Outlines three controversial legal issues about alcohol and asks students to think about their opinions regarding these measures. The issues discussed are: 1) The right of the police to stop all cars to catch a few drunk drivers, 2) Mandatory health warnings on alcoholic beverages, and 3) The liability of hosts if their guests have been drinking and then drive (especially if they end up in an accident).

MARIJUANA

Marijuana; American Council for Drug Education, Rockville, MD.

A copy of a pamphlet that answers commonly asked questions about marijuana, its effects, dangers, and what someone can do if they become addicted.

Evaluating Long-Term Marijuana Risks; Current Health; March 1983; page 17.

Although this brief "news bulletin" is quite old, it stresses the fact that there are long term effects of marijuana use and carries a very clear "no use" message.

Porterfield, Kay Marie; **Marijuana and Learning: Grass Gets an "F"; Current Health;** January 1989; PP. 20--22.

An article that discusses the negative effects of marijuana use on a student's ability to learn. Explains some of the studies being done on rats with regard to alertness and memory following exposure to marijuana. A good resource in easy to understand language.

X., Richard; **Confessions of an Aging Pothead**; Texas Monthly.

An article that counters the belief that marijuana is safe and not addicting. Since the author discusses some of the reasons he used, many of which discuss how good he felt when high, teachers will want to be careful to focus students' attention on the negative results.

Marijuana Mangles Memory; Science News; Vol. 136.

A very brief article about the short-term memory loss found in teens who abuse marijuana (this memory impairment can still be present up to 6 weeks after they stop using).

Tobacco and Marijuana: Strike Out the Smoke on Bad Health; Current Health; May 1990; pp 14--16.

An article that discusses the difference between tobacco and marijuana, including smokeless tobacco. Encourages kids to stay away from both substances.

PEER PRESSURE

Who Says No to Drugs?; Science News; March 4, 1989; page 141.

A brief article about the relationship of giving in to peer pressure to use drugs and later drug use.

Saying No Nicely; Current Health; September 1989; pp. 14--16.

Gives students practical ideas on how to refuse alcohol and other drugs without losing their friends. Includes tips from students as opposed to "advice" from adults.

O'Neill, Catherine; **Saying "No" to Beer**; Washington Post Health; January 22, 1986.

An article geared toward young people that tells (in story form) how one girl refused to drink at a party. Also includes some brief statistics about adolescent drinking.

How to Say No to Alcohol and Other Drugs; McGruff's National Citizen's Crime Prevention Campaign; Prevention Resource Center, Springfield, IL.

A pamphlet that offers tips to young people on how to refuse alcohol and other drugs.

NICOTINE

Smokeless Tobacco; Current Health; April 1991; pp. 14--16.

An article addressing the use of smokeless tobacco and the dangers, especially in terms of cancer and tooth loss. Attacks the myths that because the big league ball players chew it, it must be the "cool" thing to do.

Levite, Beth; **Why Are Girls Smoking More Than Guys?**; Seventeen; January 1988; pp. 78--79, 97.

Focuses specifically on the reasons why girls smoke and debunks many of the myths. Addresses the dangers of smoking, both long term and short term.

Smoking Update: Why Women Can't Quit; Vogue; April 1991; pp. 312--313, 374.

Research tells us that if current trends continue, by the mid 1990's there will be more women smoking than men. This article is geared toward women and addresses some of the specific dangers of smoking for them. It also talks about the reasons why women find it harder to quit smoking.

Horowitz, Janice; Why Quitting Means Gaining; Time; March 25, 1991; page 55.

Outlines a study by the Center for Disease Control regarding quitting smoking and weight gain. Although people do gain weight, the article stresses some of the ways to combat this and ends with the reality that the extra weight will cause fewer problems with respect to health than smoking.

Tobacco Dangers; When Dreams of "Being Cool" Become a Nightmare; Current Health; November 1987; pp. 3--9.

Using a story about a young girl's nightmare, the facts about smoking and the dangers it causes are balanced against her desire to "be cool" and fit in with the "in" crowd. A side-bar addresses the issue of sidestream smoke.

Tobacco and Marijuana: Strike Out the Smoke on Bad Health; Current Health; May 1990; pp 14--16.

An article that discusses the difference between tobacco and marijuana, including smokeless tobacco. Encourages kids to stay away from both substances.

Smoking: No Butts About It!; Teen Magazine; October 1989; pp. 22--24.

An article that clearly describes the reasons why people should not start smoking. Lists both long term and short term problems.

Gallagher, John F.; Under Fire From All Sides; Time; vol. 135; March 5, 1990; page 41.

An article about tobacco ads that target young people and the criticisms of that practice.

Smoking Or Good Health: Which Do You Choose?; Good Housekeeping; February 1991; pp. 108--110.

More and more tobacco companies are now targeting women. This article focuses on the dangers of smoking to women and why they should not start, or quit if they already smoke.

A Smoking Gun For Smokers; U.S. News and World Report; November 13, 1989; page 89.

A chart outlining the deaths related to smoking for each state as well as the U.S. total.

UNIT THREE DECISION MAKING

Objective 3.0: Students will demonstrate skills in problem solving and decision making.

WHY THIS IS IMPORTANT

At the heart of most prevention curricula is the goal of teaching students to make decisions. This aim is not an open-ended one. Clearly we know what it is that we want students to decide: that they will say no to drugs when they are offered them. Drug use is just one of many risk-laden choices students must face, and activities such as the ones in this unit are an attempt to influence the decisions students make.

Most curricula teach the same decision making process to all students, regardless of their development or handicapping conditions. Studies which have looked at children's moral stages as well as their ability to frame and examine abstracts concepts (Kohlberg 1975, Rickett & Sheppard 1988) have raised concerns about using the same process for all students. For many of our students, a five step problem solving process may be too long and tortuous a road to decision making. Moreover, many decisions involving drugs and other risky behaviors do not allow students the time to mull through a complex process. Because of this, this unit offers several ways to present decision making. The needs assessment for this curriculum includes a section to assist teachers in determining which, if any, of these activities to use.

Most curricula on drug abuse include a decision making process by which students generate options--or choices--and examine the possible consequences of each. This involves *forward thinking* and is similar in many ways to standard problem solving. For the purposes of this curriculum, this process is called **Choice-making** since it involves, first of all, the generation of choices. Choice-making usually involves four or five steps:

1. Name the problem.
2. Gather information. (sometimes omitted)
3. Brainstorm choices.
4. Examine the consequences of each.
5. Pick the best choice.

While this is a complex process, the Decision Tree activity (included in this unit) may serve as a guide to allow students to practice this problem solving process using a "scaffold" or framework. Decision Trees have been used successfully with learning disabled students as early as second grade. We have also included some additional activities to assist students with Step One (deciding when there is a problem and naming it) and Step Four (identifying consequences).

UNIT 3: DECISION MAKING

In addition to this problem solving process, another method of decision making is included in this curriculum: **Evaluation**. Evaluation involves the use of criteria or standards with which to **judge** a situation. These may be changed to a set of questions which students can learn to apply, even without generating options. To evaluate, students look at their choices and ask themselves a series of questions.

Self-Discovery a set of books by Buxbaun and Gussin suggest the following questions to students:

How will my decision affect the people I care most about?
How would I feel if someone I care about made this decision?
Do my immediate goals conflict with my long range goals?
How would it be if almost everybody made this decision?

For the sake of this curriculum these questions have been reframed slightly to make them more concrete:

How okay would this be with my folks (and other people who care about me)?
Would I want my little brother or sister to do this?
Is this what I really want in the long run?
What if everybody did this?

Even these considerations require a certain amount of speculation--perhaps too much for some students. Standards or criteria may simply be these:

How right? (okay with parents, teachers, the law, religious beliefs)
How good for me? (healthy, safe, positive)
How good for other people?

A surprising number of students--going all the way down to the preschool level--can learn to frame their own standards or, as it's put in this curriculum, **considerations**. As adults we use this skill quite often. For instance, in deciding where to live, we might ask ourselves a number of questions: How are the schools? What are the monthly payments? How much space? How much light?... We each have different considerations, just as students will also often have different considerations for making decisions about classes, about job or training choices, about friends, and, sooner or later, about drugs.

Decision making is not limited to issues involving substance abuse. Ultimately students need a procedure they can use in many situations in their lives. A decision making process requires some flexibility. Whether a student looks at consequences or considerations, the process needs to work in a number of situations and be readily remembered. Regardless of what process you use (and these two may be combined), the following guidelines may prove helpful in teaching students to make informed, healthy choices.

UNIT 3: DECISION MAKING

A FEW GUIDELINES FOR TEACHING DECISION MAKING:

1. **Start with concrete, commonly experienced situations**, ones that you know your students have grappled with. The sample dilemmas in this curriculum were suggested by people working with both learning disabled and mainstream students, but feel free to substitute your own. With smaller children, props or simple pictures can help them keep track of options.
2. **Use visual and tactile aids** to help students remember the process. If you use the overheads or pictures in this curriculum--Julius or the Decision Tree--leave these up in the classroom for a while. Give elementary students an opportunity to draw their own decision trees; remind them of Julius's hand signal. For secondary students, make a poster of the five steps or distribute extra copies of the worksheet.
3. **Provide lots of practice.** Decision making is a skill and like any skill it requires lots of practice, even *overlearning*. Times when students need to make decisions are often stressful, and the process should be nearly automatic--not require much effort to be remembered.
4. **Choose a decision making process that is right for your students.** This may mean working with your students in small groups or simplifying the problem solving process. The needs assessment will hopefully help you determine which activities to try.
5. **Avoid top-heavy decision making.** Decision making activities often get bogged down in gathering information or brainstorming options. Don't rush through the actual moment of choice: spend time talking about how to decide which option is the best one and/or physically cross out the ones that will not work for various reasons. In real life situations (so often either-or dilemmas), it is the last step that is often the meat of the process. Give students a chance to ponder their decision and to justify their choices.
6. **Provide for transfer to situations involving drugs.** Many of our students will not generalize the process to other situations let alone to ones involving drug use. If we want students to apply the process when they are offered drugs, we need to give them examples of how to do this.
7. **Stack the deck to promote healthy decisions.** Even if students follow all the steps, sometimes they are going to come up with unhealthy decisions or make choices we don't approve of. That is the nature of decision making, but it is not the goal of this curriculum. Avoid asking students to say what they would do, particularly in a public forum. Instead focus on the characters in the vignettes or ask students to give advice to younger students. Give students structured tasks, such as those included in this curriculum, to allow them to apply the skills to their own lives.

UNIT 3: DECISION MAKING

SUMMARY OF PRISE ACTIVITIES UNIT 3: DECISION MAKING

Note: Two different models of decision making are presented: problem solving (CHOICE-MAKING) and evaluation.

1. ACTIVITY: YOU BE THE JUDGE: EVALUATING OPTIONS

GRADE LEVEL: Orientation Grades K--5

Skill Grades K--1

TIME FRAME: 1 long class period plus Applications

SUBJECT AREA: Language Arts, Personal Development

SUMMARY: The students learn the word "considerations"--taught to them by Julius the Judge. They apply the skills they learn to determining whether or not to eat something. (Hint: Could be used in a strand with the activity--FOOD VERSUS DRUGS)

2. ACTIVITY: ELEMENTARY CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS

GRADE LEVEL: Orientation Grades 1--6

Skill Grades K--2 (without worksheet)

Grades 3--4 (with worksheet)

TIME FRAME: 2 class periods

SUBJECT AREA: Personal Development, Language Arts.

SUMMARY: Students are introduced to a five step process in solving a problem and given some independent practice with an appropriate example for elementary age students. (Also see PRACTICE SCENARIOS below.)

3. ACTIVITY: THE DECISION TREE

GRADE LEVEL: Orientation Grades 2--6

Skill Grades 2--3

TIME FRAME: 2 class periods plus Applications

SUBJECT AREA: Personal Development, Logical Thinking

SUMMARY: Students learn to use a method for making decisions that uses a tree as the frame. Students generate options and consequences. (Even though this has a lot of steps, this activity has been successfully used with LD students in 3rd to 6th grades.)

4. ACTIVITY: WHAT IF?

GRADE LEVEL: Orientation Grades 3--6

Skill Grades 1--2

TIME FRAME: 1 class period

SUBJECT AREA: Personal Development, Logical Thinking

SUMMARY: Students practice naming the consequences of a particular action, beginning with common examples and moving toward more risky and drug related examples. This activity is designed as some extra (remedial) help with decision making and may accompany THE DECISION TREE (either before or after).

UNIT 3: DECISION MAKING

5. ACTIVITY: INTERMEDIATE CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS

GRADE LEVEL: Orientation Grades 3--7
Skill Grades 3--4 (with worksheet)
Grades 1--2 (without worksheet)

TIME FRAME: 2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students are introduced to a five step process in solving a problem and given some independent practice with an appropriate example for older elementary students. (Also see PRACTICE SCENARIOS below.)

6. ACTIVITY: TIME FOR DECISIONS

GRADE LEVEL: Orientation Grades 4--12
Skill Grades 2--3

TIME FRAME: 1 class period

SUBJECT AREA: Personal Development, Reading Skills

SUMMARY: This activity provides a remedial step to students who are unable to identify times when decision making is appropriate. Either evaluation or problem solving may be used with this activity

7. ACTIVITY: ADOLESCENT CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 3--5

TIME FRAME: 2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students are introduced to a five step process in solving a problem and given some independent practice with an appropriate example for adolescent students. (Also see PRACTICE SCENARIOS below.)

8. ACTIVITY: EVALUATION: CONSIDERATIONS IN DECISION MAKING

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 3--4

TIME FRAME: 1--2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students learn to use criteria or considerations in evaluating a series of options. Students are led to the appropriate considerations to use in decisions involving drugs.

UNIT 3: DECISION MAKING

9. ACTIVITY: PRACTICE SCENARIOS: CHOICE-MAKING (ALL LEVELS)

GRADE LEVEL: Orientation Grades 3--12 (see examples)

Skill Grades 2--12

TIME FRAME: 2 or more class periods

SUBJECT AREA: Personal Development

SUMMARY: Students practice the choice-making steps using a series of examples. Seven examples are given for each of three levels: primary, intermediate, and adolescent (junior-high--secondary). A structure is provided for small group work but variations include completing this practice with the whole group.

ACTIVITY: YOU BE THE JUDGE: EVALUATING OPTIONS**OBJECTIVES:**

1. To apply a series of considerations when deciding what to put in their bodies.
2. To correctly eliminate items which are not good choices.
3. To make a good choice.

GRADE LEVEL: Orientation Grades K--5
Skill Grades K--1

(Note: Similar activities have been used with Head Start preschoolers with success.)

SUBJECT AREA: Language Arts, Personal Development

CONSTRAINTS:

1. Often decision making does not require problem solving as much as simply evaluating choices. Moreover, many problem solving activities do not really teach students how to evaluate--how to use a standard or a set of criteria for determining the best choice. This activity and the one called EVALUATION provide a simpler model of decision making, at least for some students.
2. Determining your "considerations" is an important step in learning to evaluate, but some students may not be ready for it. This activity gives younger students a ready made list of considerations to use when deciding what to put into their bodies.

MATERIALS:

1. Picture of Julius the Judge that accompanies this activity.
2. Two books: one thick (such as a dictionary) and one a story book at your students' level.
3. A collection of consumable options (or just the packaging), for instance: candy bar, pack of cigarettes, empty beer bottle, apple, empty pill bottle, bananas, can of soda, milk carton, box of crackers, etc.

STEPS

1. Introduce Julius the Judge.

2. Practice the word, "considerations."

3. Begin the story of what happens in Julius the Judge's courtroom.

CLASSROOM INSTRUCTIONS

Hold up the picture of Julius and ask the students what a judge does. Explain, *Whenever he has a decision to make, he stops and asks himself, "What are my considerations?" Then he looks at his choices.*

Young children often enjoy long words, and "considerations" is one they can learn to use and understand. Practice saying the word aloud as a group, before going on with the story.

Tell, *One day Judge Julius was in his courtroom and in came Bonnie Bear. She was holding two books--a big fat book and a skinny book.*

4. Hold up the two books for the children to see.

Continue with the story: *"Help me," said Bonnie Bear. I can't decide which of these two books to take on my trip to the north woods.*

"Well," said Julius touching a finger to his brow. "Let me ask you a question, Bonnie Bear. What are your considerations?"

"My what?" asked Bonnie.

5. Have the students practice this gesture.

Ask the children to touch their fingers to their brow like Julius.

"Your considerations," repeated Julius. "Let me give you an example: Perhaps you are looking for a book that won't weigh too much in your suitcase."

"Yes," said Bonnie. "I want a book that is light to carry. So my consideration would be...uh..."

"How light is the book," said Julius. "How light? That's one consideration."

"Yes, and not too hard to read," said Bonnie. "I want something easy."

"So," said Julius, "that's number two: how easy?"

"And fast," said Bonnie. "How fast? I want to finish it fast so I can trade with my bear cousins for a different book."

6. Have the children decide which of these books best meets Bonnie's considerations in selecting a book.

Hold up each book and repeat the three considerations: **How light? How easy? and How fast?** Discuss each of these in relation to the books and have the children decide which one Bonnie Bear should take on vacation.

7. Introduce a new situation for evaluation.

After Bonnie Bear left, it was time for Julius to call it a day. He put down his gavel and took off his robe.

"Long day," said Julius. "I'm really looking forward to a treat."

As soon as he got home, he walked through his kitchen trying to decide what he wanted. "So many choices," Julius said. He looked around his kitchen.

8. Name Julius's choices.

Have the students name the items you have brought and then leave them out on your desk. Explain that they will be helping Julius make a decision.

9. Practice the question.

Have the students place a finger to their brows and repeat the question with Julius: *"What are my considerations?"*

10. Introduce two considerations for things we put in our bodies.

Continue the story:

"Well," Julius said. "I'm about to put something into my body. Whenever I put something into my body, two considerations are most important:

1. How good for me? Is it healthy or will it make me sick?

2. Am I supposed to have it? Is it okay with my parents for me to have this? Does it belong to me or someone else? Is it legal?" (Julius, it turns out, is twelve years old.)

11. Determine which of the choices on the worksheet meet these considerations.

Have the students remove any items which do not meet both of these considerations: 1. They are not good for them and/or 2. They are not supposed to have them.

12. Discuss other considerations when it comes to food.

Once Julius had answered these two questions, he knew everything that was left was FOOD. Now it was time to think of other (less important) considerations:

How tasty? Will you like it?

How filling? Will you have room for supper?

13. Use these other two considerations to select a snack.

Have each child decide which of the remaining foods meets these considerations. Have them remove any foods that are not tasty or are too filling. Have them choose what Julius should eat for his snack.

EVALUATION: Each student should decide if a particular item meets one or more considerations.

VARIATIONS:

1. **For students able to generate the considerations themselves**, stop the story after Bonnie Bear announced she needs a book for vacation. Ask them, *What's important when you're taking a book on a trip. What do you need to consider?* Add any considerations they do not mention. Similarly when Julius is looking for a snack, ask the students to tell what he needs to keep in mind in order to have a good snack. Show them the choices and ask them to name the considerations, helping them out as needed.
2. **For lower functioning students** (for whom this activity may offer too many considerations), focus on the two about determining what to put in your body: *Is it good for me? Am I supposed to have it?*
3. If you feel "considerations" is too hard a word, change to the word "questions" (*What questions do I need to ask?*)
4. If you want to make this activity more concrete, bring samples of the acceptable snacks for each student to taste after they have made their decision, for instance: pieces of apple or crackers. (Change the options so that there are only one or two safe and legal choices.)

SPIN-OFF:

Decision Making: Whenever students have an assortment of choices, they can use the concept of considerations to decide which ones they want to pick. For example

- What to do on the playground.
- What to eat for lunch.
- What to wear.
- What to pack for a trip.

Have them figure out their considerations (reminding them of Julius and using the gesture of touching a finger to their brow). If you don't have pictures, it is helpful to have an assortment of items (jump rope, ball, hoola-hoop) for the students to eliminate or choose, depending on their considerations.

MATERIALS: YOU BE THE JUDGE

JULIUS THE JUDGE



ACTIVITY: ELEMENTARY CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS (2 class periods)**OBJECTIVES:**

1. To understand the steps of problem solving.
2. To apply the steps of problem solving to a fictional situation.

GRADE LEVEL: Orientation Grades K--6
Skill Grades (without worksheet) K--2
(with worksheet) 3--4

SUBJECT AREA: Personal Development

CONSTRAINTS:

1. For some students, this five step problem solving process may be too sophisticated. Simple evaluation--using a standard or criterion--may be an easier way to deal with decision making than a five step (or even four step) problem solving process. Two evaluation activities are included in this unit: **YOU BE THE JUDGE: EVALUATING OPTIONS** and **EVALUATION: CONSIDERATIONS IN DECISION MAKING**.
2. Several videos (listed in the **RESOURCES** section of this curriculum) are owned by CSEDI which may be used to introduce the steps in decision making. This activity may be done either alone or in conjunction with one of the videos.

MATERIALS:

1. Overhead Transparency: **FIVE STEPS TO MAKING A CHOICE**.
2. Copies of the attached Worksheet: **MAKING CHOICES**.

STEPS**CLASSROOM INSTRUCTIONS****Period 1**

1. Introduce the steps.

Use the overhead or write the steps of decision making on the chalkboard.

1. Name the problem. (What do you have to decide?)
2. Gather information. (What questions might you ask)
3. Brainstorm ALL the choices (What can you do?)
4. Examine the consequences. (What might happen with each choice?)
5. Pick the best choice. (Given all the pros and cons, what's the best choice?)

2. Share an example of a problem.

Tell the students about a student named Nelson who rode the bus to school:

Nelson had a good friend on the bus, a boy named Jack, and they shared a seat. Jack watched out for Nelson and gave him part of his lunch.

One day there was new kid on the bus. The new kid didn't have any hair.

"Hey baldy," Jack said.

"Shhh." Nelson whispered to Jack. "He can hear us."

"Yes, I know," Jack said. "I can see his ears. Hey, kids," Jack yelled. "Look at the baldy's ears."

Nelson looked out of the window. He didn't want to upset Jack who was his only friend on the bus, plus he was worried that Jack would make fun of him too.

"What's the matter, Nelson," Jack said and gave Nelson a shove. "Go touch his head," Jack said.

Luckily they had gotten to Nelson's stop and he jumped off the bus before the other kids heard Jack.

Now Nelson has to decide what to do.

3. Identify Nelson's problem.

Ask the students to tell you what Nelson's problem is and what he must decide. Ask, *Is there other information that Nelson needs? What else does he need to know?*

4. Brainstorm Nelson's choices.

Ask the students to tell you what the next step is on your list. Review the rules for brainstorming:
--There are no right or wrong answers.
--Push for as many answers as possible.

Write the students' ideas on the chalkboard or large piece of newsprint (leaving room to the right to list the consequences of each). After the students seem to run out of ideas, ask them to come up with at least three additional choices that Nelson has.

5. Determine the consequences of each choice.

Ask the students to give at least one consequence for each of the choices that they have mentioned. Ask, *What could happen to Nelson if he did this? Are there negative things that might happen? How about positive ones?*

6. Select the best choice.

Examine the list of choices and consequences and ask the students to select the best one. Ask, *Which of these is the best choice for Nelson and why?* If necessary discuss which consequences are positive and which negative.

Period 2

7. Allow time for independent practice with the same steps.

After reviewing yesterday's activity, give the students an opportunity to try the steps on their own. Distribute the worksheet and go over it.

8. Discuss the answers.

Ask the students to talk about how they completed this worksheet. Ask, *What are some choices and consequences you came up with?* Ask the other students to raise additional consequences and issues. Go over these and discuss which choices they thought were best.

9. Initiate transfer to situations in the student's own life.

Ask the students to name some problem situations in their own lives; times when they need to make a choice. Ask questions to help them see some of these:

- What are some times when your parents want you to do one thing and you want to do something else?
- What are times when your friends want you to do one thing and you want to do something else?
- What are situations when you know someone is treating you unfairly? How do you decide how to deal with this?
- What are times when you have to make a choice?

EVALUATION: Each student should independently complete the choice-making steps in order to decide what to do in a fictional situation.

VARIATIONS:

1. For **lower functioning** students, you might skip **Step 2: Gather Information** which may be difficult for some students to complete.
2. For students who have difficulty generating consequences of behavior, see the activity, **WHAT IF?**
3. Two other versions of this choice-making activity are included in this curriculum, including examples suited for **older students**.

SPIN-OFF

1. **Decision Making Practice:** Included in this unit is an activity to provide additional practice with choice-making, including examples at three levels. See the activity called **PRACTICE SCENARIOS: CHOICE-MAKING**.
2. **Transfer:** After the student identifies a situation in their own lives when they need to make a decision, have the whole group talk them through all five steps.

FIVE STEPS TO MAKING A CHOICE

- 1. Name the problem. (What do you have to decide?)**
- 2. Gather information. (What questions might you ask?)**
- 3. Brainstorm ALL the choices. (What could you do?)**
- 4. Examine the consequences. (What might happen with each choice?)**
- 5. Pick the best choice. (Given all the pros and cons, what's the best choice?)**

WORKSHEET: ELEMENTARY CHOICE-MAKING

MAKING CHOICES

Pretend this happened to you: A friend of yours named Terry comes over to your house and invites you to go miniature golfing. Terry has money for both of you to go.

"Sure," you tell Terry. "That sounds like fun. Where's the golf course?"

"Just across Northwest Highway," Terry says. "Can your mom take us?"

"Sorry," you tell Terry. "My mom is working, and I'm not supposed to go off the block."

"Come on," Terry says. "It's not that far. We can walk."

"No," you say. "I'll get in trouble if I leave the block."

"Don't be such a baby," Terry says. "It's safe and we'll be back before your mom gets home."

You get Terry and yourself a drink out of the refrigerator and go into your bedroom to change your shoes. Now you have a problem. Go through the steps to solve it.

Step 1: Name the problem. What do you need to decide?

Step 2: Gather information. What questions do you need to ask?

Step 3: Brainstorm
5-10 choices.

Step 4: Examine the consequence of each.

Step 5: Pick the best one.

ACTIVITY: THE DECISION TREE (Developed from an activity taught by Maureen Daly) (2 class periods)

OBJECTIVE:

1. To generate alternative solutions to a problem.
2. To generate the consequences of each alternative.
3. To decide which is the best solution.

GRADE LEVEL: Orientation Grades 3--6
Skill Grades 1--2

SUBJECT AREA: Personal Development, Logic

CONSTRAINTS:

1. This activity offers a scaffold for a proactive problem solving process and may be used before or after the activities on choice making.
2. The Decision Tree works well for group problems because it can be done as a class, for instance for problems that take place on the bus or at recess. It is also good for general problems such as "anger" and "stress." It may be less appropriate for problems which do not lend themselves to the generation of alternative solutions, for instance whether or not to use drugs.

MATERIALS:

1. Large chalkboard which does not need to be erased immediately or large piece of newsprint.
2. Copies of THE DECISION TREE Worksheet.
3. Cut out copies of THE HAPPY AND SAD LEAVES or draw them on the board with green chalk. To make the leaves more visually different, run them on colored paper, e.g., green for happy; yellow for sad.

STEPS

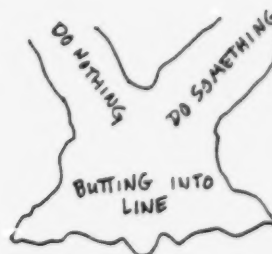
Period 1

1. Begin with a group problem.
2. Draw the trunk of a large (simple) decision tree on the board.

CLASSROOM INSTRUCTIONS

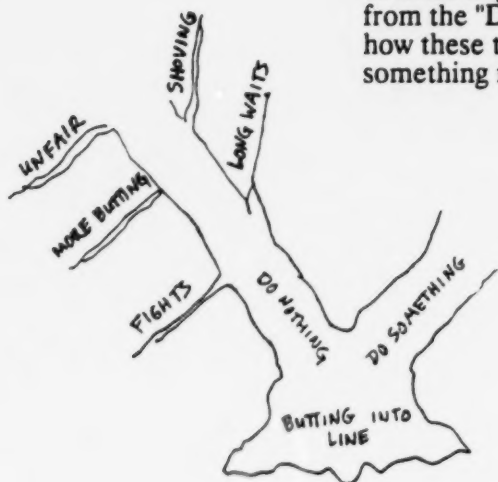
Select a problem that most of the students will understand, such as fighting on the playground or name calling.

Start with the two largest branches. On the trunk write the problem. Print "Do Nothing" on the left branch and "Do Something" on the right one. Example:



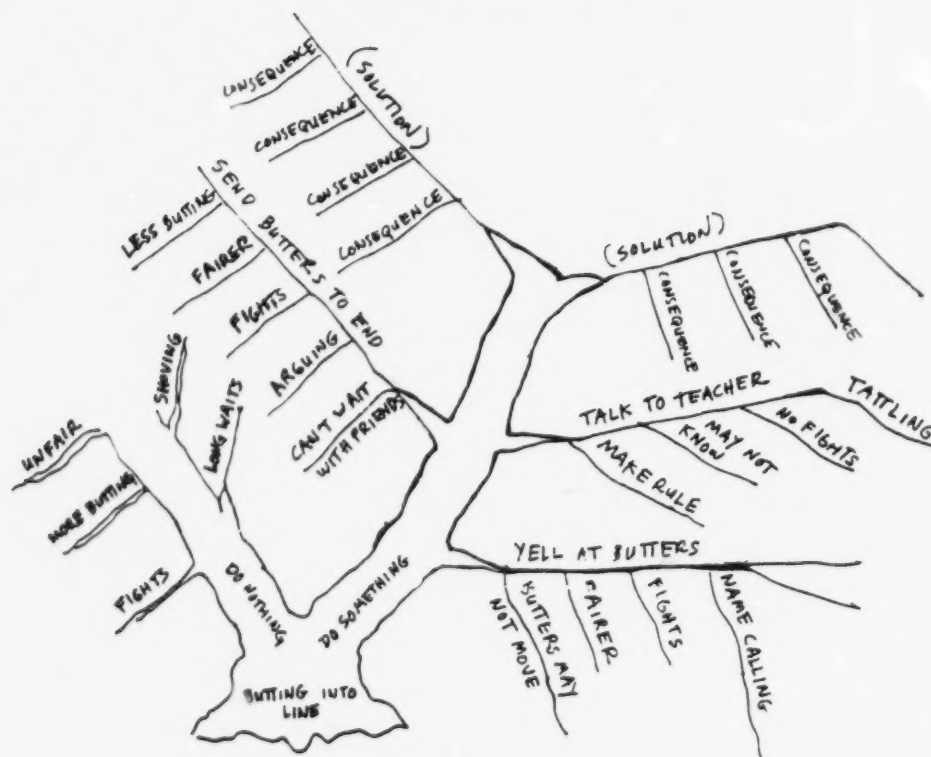
3. Identify what might happen if they do nothing.

Ask the students to tell some of the negative things that could happen if nothing is done about the problem. Write a short description of each of these negative things on branches coming from the "Do Nothing" side of the tree. Discuss how these things will affect people and why something needs to be done. Example:



4. Brainstorm some alternative actions they could use to try to solve the problem.

Write these activities or behaviors on the "Do Something" side of the tree. Draw as many branches as you need. Example:

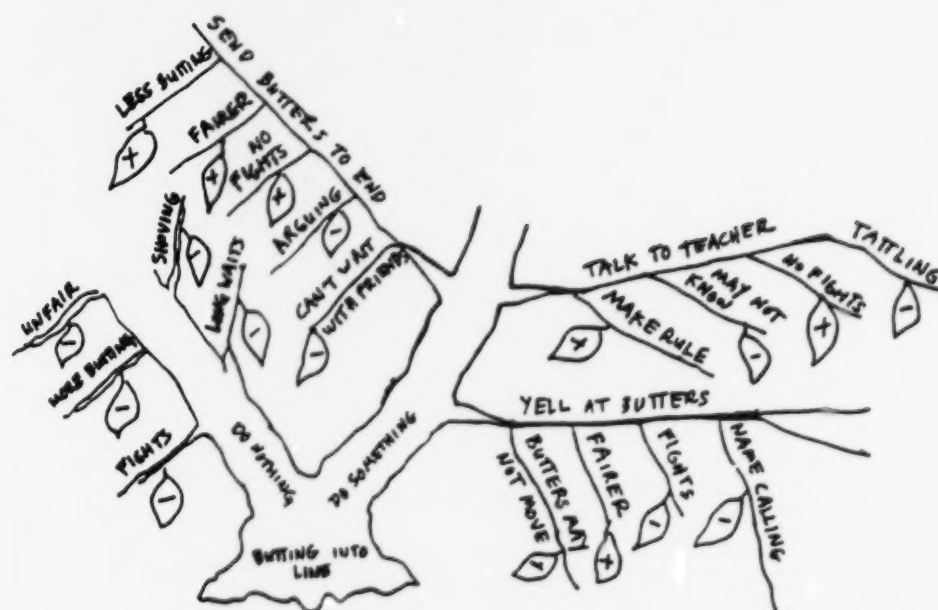


5. Generate the consequences of each of these alternatives.

6. Attach happy and sad leaves to the consequences.

For each alternative, draw twigs on which to write the possible consequences. Ask the students, *What if you did this, what could happen?*

Ask the students to tell you whether each consequence is good or bad (happy or sad). Attach leaves accordingly or draw plusses and minuses.



7. Add up the happy and sad leaves to choose the best alternative.

Count the number of happy and sad leaves. Select the one with the highest number of happy ones and smallest number of sad ones. Ask the students, *Is this the best solution? Do you think some of the others might also be worth a try?*

Period 2

8. Ask each student to identify a problem.

Help students name problems that they themselves need to solve, including such things as wandering during work time, talking out, fighting, day dreaming, over-sleeping, forgetting their homework, etc. Students may also name more general things such as stress, loneliness, etc.

9. Have each student solve a problem.

Give each student a copy of the decision tree. Review the steps one at a time, allowing students to complete them independently. (Leave the class decision tree up as a guide)

- Identify the problem and write it on the trunk.
- Write in what will happen if you do nothing.
- Brainstorm alternative actions and write these next to the leaves.
- Write the consequences of the alternative actions on the twigs nearby.
- Decide if each consequence is good or bad. Put a plus next to the good consequences. Put a minus next to the bad consequences.
- Add up the "goods."
- Add up the "bads" and subtract from the "goods"
- Select the best action.

EVALUATION: Each student will generate alternative solutions to a problem and determine which is the best one based on the consequences.

VARIATIONS:

1. For students with limited writing skills, have them work with an older student (a cross age tutor) to fill out the tree. Individual Decision Trees may also be done during individual time with a parent volunteer or ancillary staff.
2. For younger students, you may introduce the group tree only.
3. For students who have trouble generating consequences, see the activity called WHAT IF.

SPIN-OFFS:

1. **Parent involvement:** Ask the students to take home their completed trees to show their parents as well as a blank tree. Have them teach their parents how to do a decision tree. Parents could also learn how to do trees during a parent meeting. Discuss times when a decision tree can be useful.
2. **Personal Development:** After students make a decision as to the best choice, have them write an action plan, including the following:
 - What I need in order to take action:
 - Who I need to talk to:
 - The obstacles in my way:
 - Ways around these:
 - My first step:
3. **Personal Development:** Have the students report back to the class on the alternatives they have tried.

NAME: _____'S
**DECISION
TREE**

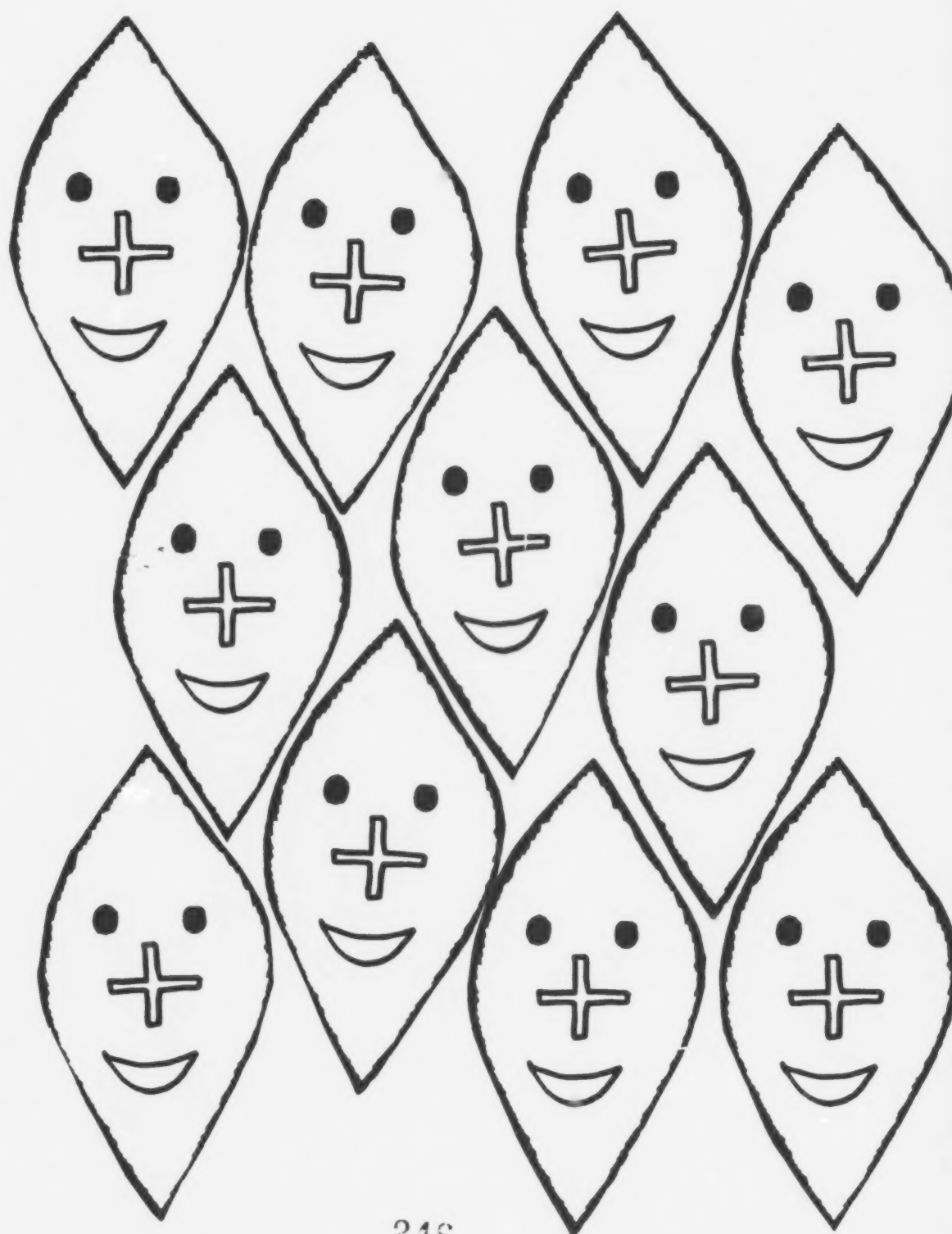
MY
PROBLEM

DO NOTHING

DO SOMETHING

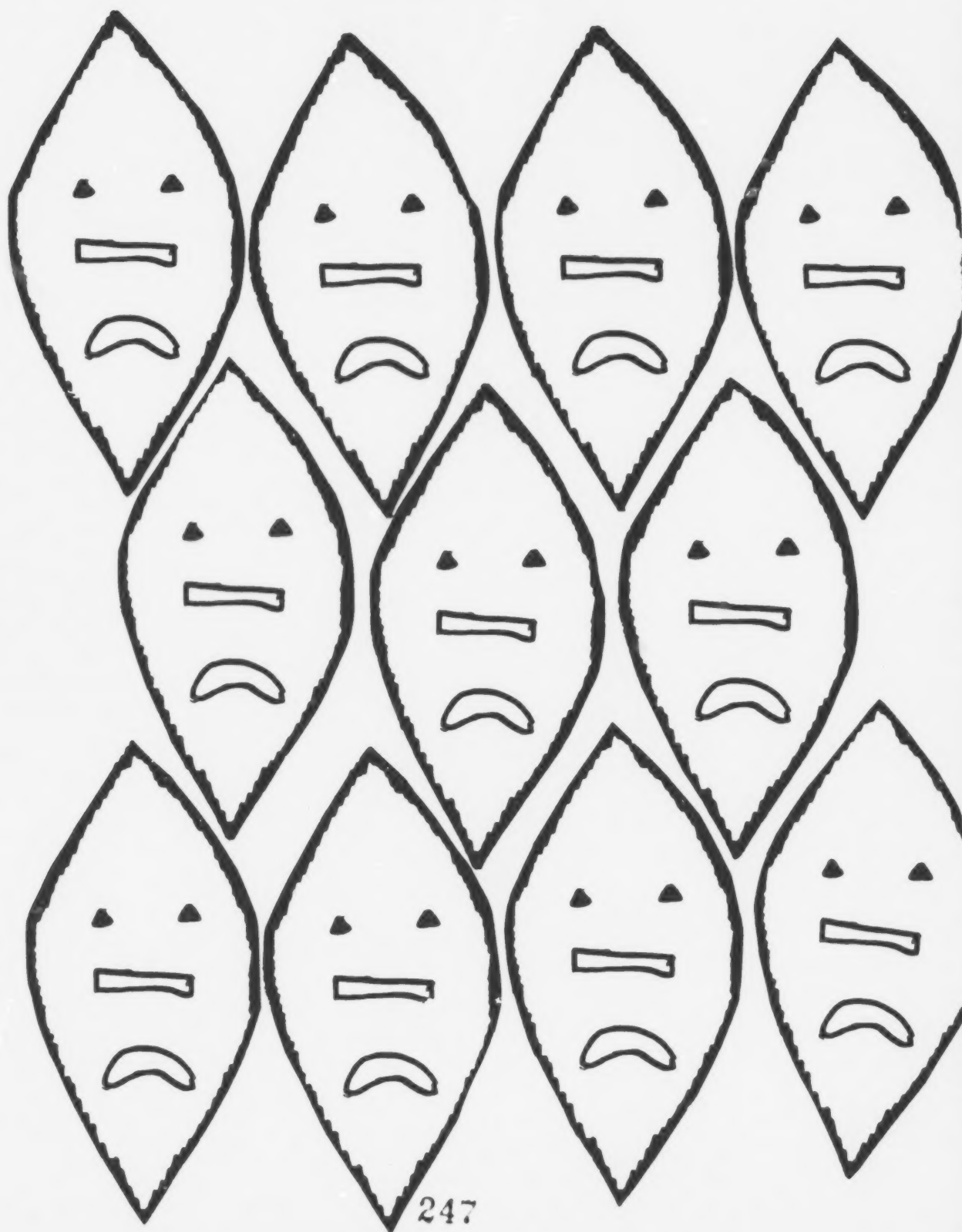
MATERIALS: HAPPY AND SAD LEAVES

HAPPY LEAVES



MATERIALS: HAPPY AND SAD LEAVES

SAD LEAVES



ACTIVITY: WHAT IF?

OBJECTIVE: To generate consequences to a number of actions

GRADE LEVEL: Orientation Grade 3--6
Skill Grade 1--2

SUBJECT AREA: Personal Development

CONSTRAINTS: This activity is intended to assist students who have trouble with seeing the consequences of actions. This step is necessary to the process taught both through THE DECISION TREE and the three CHOICE-MAKING activities.

MATERIALS: None

STEPS

1. Discuss the word consequences.

CLASSROOM INSTRUCTIONS

Have the students practice saying "Consequences" aloud. Ask, *What do we mean when we say you have to take the consequences? Are the consequences always the same?*

Explain that whenever we act there are consequences. Tell the students, *Sometimes we don't know what the consequences will be for sure, but we can guess.*

2. Give an example of an action with a number of possible consequences.

Tell the students, *What if I decided to give up teaching this afternoon and just lie down on the floor and go to sleep? What might be the consequences? What could happen?*

Give some examples of possible consequences:

- All the students might leave.
- The students might just set up games and play.
- Someone might go and find the principal.
- I could get fired.

3. Give the students a chance to practice.

Tell the students to shut their eyes and pretend. Ask them, *What if you ate someone else's lunch by accident? Maybe you thought it was your own. What are all the things that could happen?* Ask each student to come up with one possible consequence of eating someone else's lunch. Write these on the board.

4. Discuss if these consequences are good or bad.

Ask, *Which of these consequences would make you feel good? Which would make you feel bad?* Place a smiling face next to the positive ones and a frowning face next to the negative ones. Add up the smiles and frowns. Ask, *Do you think this is a good thing to do--to eat someone else's lunch? Why not?*

5. Practice with a more positive example.

Tell the students to come up with the consequences of one of the following situations (or make up one of your own):

- What if you introduced yourself to a new student in class?
- What if you help your mom with the dishes tonight?
- What if worked really hard all afternoon and finished all your work?

Again write these on the board. After you have at least six, ask the students to tell whether these consequences would make them feel good or bad. Draw smiling and frowning faces and add them up in order to make a decision about whether this would be a good thing to try.

6. Practice with a more risky example.

Tell the students to come up with the consequences of one of the following situations (or make up one of your own):

- What if you tried roller skating for the first time?
- What if you invited another student over to play at your home when your mom's not home?
- What if you brought your favorite toy to school?

(Repeat the same steps to evaluate the consequences that the students have named.)

7. Practice with a drug-related example:

Tell the students to come up with the consequences of one of the following situations (being careful not to suggest that the student should or would use a drug themselves):

- What if an older friend of yours drinks alcohol?
- What if someone you know tries smoking?
- What if a person smokes marijuana?

Ask, *What could happen to this person.* Then evaluate the consequences that the students have named. Ask, *Would this make the person feel good or bad?*

EVALUATION: Each student should be able to name one consequence for each action and to decide if the consequences named would make them feel either good or bad.

VARIATIONS:

1. For students **stronger with writing skills**, the students could list consequences individually or in small groups with one student keeping track of the list.
2. **If you plan to use The Decision Tree**, you could start with a partially filled out tree, and allow the students to fill in the consequences on the right hand side. Use a common problem such as anger and list actions such as hitting, yelling, running away, etc. Ask the students to list the consequences of these actions.

SPIN-OFFS:

1. **Decision-making:** Once students are able to name the consequences of their actions, you can go on to other activities in this unit: **CHOICE-MAKING** (any of the 3 levels) or **THE DECISION TREE**.
2. **Self-control:** At various times during the class day, stop and ask students to generate a list of consequences for their actual actions. Do this both when students behave inappropriately (hit someone, come late to class, etc.) and when they do something commendable (complete all their problems, help someone else, etc.)
3. **Reading:** During read-aloud activities, stop and ask the students to generate a list of possible consequences for a character's actions.

ACTIVITY: INTERMEDIATE CHOICE-MAKING: LEARNING TO SOLVE PROBLEMS (2 class periods)**OBJECTIVES:**

1. To understand the steps of problem solving.
2. To apply the steps of problem solving to a fictional situation.

GRADE LEVEL: Orientation Grades 3--7
Skill Grades (with worksheet) 3--4
(without worksheet) 1--2

SUBJECT AREA: Personal Development

CONSTRAINTS:

1. For some students, this five step problem solving process may be too sophisticated. Simple evaluation--using a standard or criterion--may be an easier way to deal with decision making than a five step (or even four step) problem solving process. Two evaluation activities are included in this unit: **YOU BE THE JUDGE: EVALUATING OPTIONS** and **EVALUATION: CONSIDERATIONS IN DECISION MAKING**.
2. Several videos (listed in the **RESOURCES** section of this curriculum) are owned by CSEDI which may be used to introduce the steps in decision making. This activity may be done alone or in conjunction with one of the videos. If you have shown a video, you may skip Step 1 and substitute the steps introduced in the video.

MATERIALS:

1. Overhead transparency, **FIVE STEPS TO MAKING A CHOICE**.
2. Copies of the attached worksheet.

STEPS**CLASSROOM INSTRUCTIONS****Period 1**

1. Introduce the steps.

Use the overhead or write the steps of choice-making on the chalkboard.

1. Name the problem. (What do you have to decide?)
2. Gather information. (What questions might you ask)
3. Brainstorm ALL the choices (What could you do?)
4. Examine the consequences. (What might happen with each choice?)
5. Pick the best choice. (Given all the pros and cons, what's the best choice?)

2. Share an example of a problem.

Tell the students about a student named Ricky:

Ricky liked to go over to a convenience store (like 7--11) after school and buy a Cherry Coke. Sometimes he went with his friend Carl.

One day the boys were at the store, when Carl said, "Hey, Ricky, aren't you getting a candy bar?"

"I only have enough for a Cherry Coke," Ricky said.

"Don't worry about it," Carl said. "Just put the candy in your pocket."

"No, I'll get caught," Ricky said.

"Hey, I know the guy who owns this place," Carl said. "He lets me take a candy bar now and then." Carl took a candy bar from his own pocket and showed it to Ricky. "Here give me yours. I'll take them both."

"Really?" Ricky asked.

"Yeah, just go ahead and pay for your coke," Carl told him. "In the meantime I'll sneak out. Tomorrow it'll be your turn."

Just then the clerk walked by them and Carl disappeared into another aisle.

Now Ricky has to decide what to do.

3. Identify Ricky's problem.

Ask the students to tell you what Ricky's problem is and what he must decide. Ask, *Is there other information Ricky needs? What else does he need to know?*

4. Brainstorm Ricky's choices.

Ask the students to tell you what the next step is on the list. Review the rules for brainstorming:
--There are no right or wrong answers.
--Push for as many answers as possible.

Write the students' ideas on the chalkboard or large piece of newsprint (leaving room to the right to list the consequences of each). After the students seem to run out of ideas, ask them to come up with at least **three additional options** that Ricky has.

5. Determine the consequences of each choice.

Ask the students to give at least one consequence for each of the choices that they have mentioned. Ask, *What could happen to Ricky if he did this? Are there bad things that might happen? How about good ones?*

6. Select the best choice.

Examine the list of choices and consequences and ask the students to select the best one. Ask, *Which of these is the best choice for Ricky and why?* If necessary, discuss which consequences are positive and which negative.

Period 2

7. Allow time for independent practice with the same steps.

After reviewing yesterday's activity, give the students an opportunity to try the steps on their own. Distribute the worksheet and go over it.

8. Discuss the answers.

Ask the students to talk about how they completed this worksheet. Ask, *What are some choices and consequences you came up with?* Ask the other students to raise additional consequences and issues. Go over these and discuss which choices they thought were best.

9. Initiate transfer to situations in the student's own life.

Ask the students to name some problem situations in their own lives, times when they need to make a choice. Ask questions to help them identify these:

- What are some times when your parents want you to do one thing and you want to do something else?
- What are times when your friends want you to do one thing and you want to do something else?
- What are situations when you know someone is treating you unfairly? How do you decide how to deal with this?
- What are times when you have to make a choice?

EVALUATION:

1. Each student should independently complete the choice-making steps to decide what to do in a fictional situation.
2. Each student should name one situation in their own life in which they could apply this choice-making process.

VARIATIONS:

1. For **lower functioning** students, you might skip Step 2 (Gathering Information) which may be difficult for some students to complete.
2. For some students who have **trouble with Step 9**, naming a situation in which to apply these skills, see the activity, **TIMES FOR DECISIONS**.
3. Two other versions of this activity is included in this curriculum, including examples suited for **younger and older** students.
4. To assist students who **have trouble identifying times at which decisions are necessary**, see the activity **TIMES FOR DECISIONS**.

SPIN-OFFS:

1. **Transfer:** After the students identify a situation in their own lives when they need to make a decision, have them write out their responses to each of the five steps on paper.
2. **Decision Making Practice:** Included in this unit is an activity to provide additional practice with choice-making, including examples at three levels. See the activity called **PRACTICE SCENARIOS: CHOICE-MAKING**.

FIVE STEPS TO MAKING A CHOICE

- 1. Name the problem. (What do you have to decide?)**
- 2. Gather information (What questions might you ask?)**
- 3. Brainstorm ALL the choices. (What could you do?)**
- 4. Examine the consequences. (What might happen with each choice?)**
- 5. Pick the best choice. (Given all the pros and cons, what's the best choice?)**

WORKSHEET: INTERMEDIATE CHOICE-MAKING

MAKING CHOICES

Pretend this happened to you: You're at a really cool party, when suddenly you smell smoke. You look around and see that one of the kids has a pack of cigarettes with a funny label. Several kids are trying one. The kids look kind of silly and one of them starts coughing. Now one of your friends waves at you.

"Hey, I've got something I want you to try," the friend says. "These are some really good cigarettes."

"Wow, these are GREAT," says another kid taking a puff.

You notice a couple of kids in the kitchen eating. You think about sneaking in there yourself, but one of the most popular kids in your class hands you the pack of cigarettes.

"We'll be smoking these at my party on Saturday night," the popular kid says. "Would you like to come?"

"Sure," you say, still holding the pack, and the popular kid lights a match.

"Try one," everyone is saying around you. "Try one. Try one!"

Step 1: Name the problem. What do you need to decide?

Step 2: Gather information. What questions do you need to ask?

Step 3: Brainstorm 5-10 choices.

Step 4: Name the consequence of each.

Step 5: Pick the best one. Which choice is the best? WHY?

ACTIVITY: TIMES FOR DECISIONS**OBJECTIVES:**

1. To identify occasions when decisions need to be made.
2. To clarify what those decisions are.

GRADE LEVEL: Orientation Grades 4--10
Skill Grades 2--3

SUBJECT AREA: Personal Development/Reading Skills (This could also be a cross-age/leadership activity for higher functioning students--see Variations.)

CONSTRAINTS:

1. Use this activity after you have introduced a decision making process (either problem solving or evaluation). It is designed for students who will need additional help knowing when to apply the process they have learned.
2. This activity is designed for lower functioning high school students. With more advanced students, it could be skipped or condensed. To use this activity with younger children, you might change Fred's age.

MATERIALS: Copies of the Worksheet: FRED'S DILEMMA.

STEPS

1. Discuss times when decisions are necessary.

CLASSROOM INSTRUCTIONS

*Ask, When do you need to make decisions?
Whenever you have two or more choices, you must make a decision. For example:
When we get dressed in the morning, we decide what clothes to wear.
When we open the refrigerator--what do I want to eat?
When we choose how to act.*

2. Give each student a copy of the story.

Explain, I'm going to read a story about a student around your age. Ask them to tell you when Fred needs to make a decision--when he has two or more choices.

*Announce, Time for decision alert. Stay sharp and raise your hand when you hear a time for decision making in the story.
When I call on you, tell me what decision Fred needs to make.*

3. Read the story and stop at the decision points (marked on your copy with a *).

*Read the story up to the *. If no one has raised their hand, help the group state what the decision is that Fred needs to make.*

On Monday at precisely 2:30 pm, Fred C. Sharp found something in his locker. "Oh, boy, look at this," Fred said pulling out a sheet of blue paper. "I'm invited to a party." The invitation was from his friend Clarissa, and the party was tonight. Fred had a lot of homework. His biology project was due tomorrow and he hadn't even started. Still Clarissa had written "Please come," and she didn't often have parties.*

Fred decided to rush home and get started on his biology project so he could make it to Clarissa's by 7:00. Of course he wasn't done by seven, but he had one of the posters started. Then he asked his mom for a ride to Clarissa's.

"I thought you had a lot of homework?," his mother said. What about your plant experiment and all that poster board I bought for you? Are you sure you want to go to Clarissa's tonight?" *

Fred decided to lie to his mother. "I'm all done with my homework," he told her. "My biology teacher gave us two extra days."

"Really?" his mother said.*

"Really," Fred said and his mother got her car keys.

At Clarissa's, the rec room was packed with kids, most of them dancing. "Freddie, boy!" Clarissa called and danced over to him. Her face was all red and she smelled funny. "Come on and dance," Clarissa said, but Fred didn't want to. Fred was a klutz and he didn't want the other kids calling him an elephant or something.

"What are you, up tight?" Clarissa said. She pulled him over to the refrigerator and took out a bottle of beer. "Here this will help relax you," she said.*

4. Have the students state Fred's decision.

Ask, What options must he decide between?

OPTION A: CHOICE-MAKING

5A. Have the students brainstorm Fred's choices.

Ask, What are all the things Fred could do right now? Let's make a list of all of his choices. List everything that the students mention, including silly or bad ideas.

6A. Make a list of the consequences of each choice.

Explain that each of the things they mentioned are things that Fred could do, but all of them will have consequences. Ask the students to list the consequences of each of Fred's choices.

OPTION B: EVALUATION

5B. Name the considerations for a healthy decision.

Remind the students of these considerations, as needed: How good is this for Fred? Is this a legal activity?

EVALUATION:

1. The students should recognize at least one time in which Fred needs to make a decision.
2. The students should be able to state what Fred's decision is--what he needs to decide.
3. The students should be able to follow the steps for either EVALUATION or CHOICE-MAKING: listing options and consequences or evaluating using considerations. Note: These are covered in more depth in other lessons.

VARIATIONS:

1. For some students this activity will be **unnecessary**: they will already be aware of times at which decisions are needed. You could still use the story to introduce decision making and concentrate on the last two steps.
2. For **younger** students, change Fred's age and some details of the situation: the biology project could be his science project or spelling homework. Feel free to white out a copy of the story and make changes for your students.

SPIN-OFF:

1. **Cross Age Activity:** **Higher functioning students** could use this activity to teach decision making to younger students. They could prepare the story and how they want to teach it, based on this lesson.

FRED'S DILEMMA

On Monday at precisely 2:30 pm, Fred C. Sharp found something in his locker. "Oh, boy, look at this," Fred said pulling out a sheet of blue paper. "I'm invited to a party."

The invitation was from his friend Clarissa, and the party was tonight. Fred had a lot of homework. His biology project was due tomorrow and he hadn't even started. Still Clarissa had written "Please come," and she didn't often have parties.

Fred decided to rush home and get started on his biology project so he could make it to Clarissa's by 7:00. Of course he wasn't done by seven, but he had one of the posters started. Then he asked his mom for a ride to Clarissa's.

"I thought you had a lot of homework?," his mother said. What about your plant experiment and all that poster board I bought for you? Are you sure you want to go to Clarissa's tonight?"

Fred decided to lie to his mother. "I'm all done with my homework," he told her. "My biology teacher gave us two extra days."

"Really?" his mother said.

"Really," Fred said, and his mother got her car keys.

At Clarissa's, the rec room was packed with kids, most of them dancing. "Freddie, boy!" Clarissa called and danced over to him. Her face was all red and she smelled funny. "Come on and dance," Clarissa said, but Fred didn't want to. Fred was a klutz, and he didn't want the other kids calling him an elephant or something.

"What are you, up tight?" Clarissa said. She pulled him over to the refrigerator and took out a bottle of beer. "Here this will help relax you," she said.

ACTIVITY: ADOLESCENT CHOICE MAKING: LEARNING TO SOLVE PROBLEMS (2 class periods)**OBJECTIVES:**

1. To understand the steps of problem solving.
2. To apply the steps of problem solving to a fictional situation.

GRADE LEVEL: Orientation Grades 7-12
Skill Grades 3--5

SUBJECT AREA: Personal Development

CONSTRAINTS:

1. For some students, this five step problem solving process may be too sophisticated. Simple evaluation--using a standard or criterion--may be an easier way to deal with decision making than a five step (or even four step) problem solving process. Two evaluation activities are included in this unit. For junior high and secondary students, see **EVALUATION: CONSIDERATIONS IN DECISION MAKING**.
2. Several videos (listed in the **RESOURCES** section of this curriculum) are owned by CSEDI which may be used to introduce the steps in decision making. This activity may be done either alone or in conjunction with one of the videos. If you have shown a video, you may skip Step 1 and substitute the steps introduced in the video.

MATERIALS:

1. Overhead Transparency: **FIVE STEPS TO MAKING A CHOICE**.
2. Copies of the attached Worksheet: **MAKING CHOICES**.

STEPS**CLASSROOM INSTRUCTIONS****Period 1**

1. Introduce the steps.

Use the overhead or write the steps on the chalkboard.

1. **Name** the problem. (What do you have to decide?)
2. **Gather** information: What questions do you need to ask?
3. **Brainstorm ALL** the alternatives (What can you do?)
4. **Examine** the consequences of each. (What might happen with each alternative?)
5. **Pick** the best alternative. (Given all the pros and cons, what's the best choice?)

2. Share an example of a problem.

Tell the students about a young man named Tony who found himself in the following situation:

Tony was coming out of school one day and he ran into a friend of his, a kid named Nate who pulled Tony aside.

"Listen Tony, I need a favor." Nate said.

"Sure," Tony said, even though he didn't really trust Nate.

Nate pulled out a small package that was tightly wrapped in plastic and newspaper. "Listen," he told Tony. "I need you to hang onto this for me."

"What is it?" Tony asked.

"Hey, it's nothing, believe me. Just put it under your bed or in your closet, and a week from now, I'll pick it up."

Tony turned the package over. It was kind of heavy but not too large. "Why do you want me to hide it?" he asked.

"Who said anything about hiding? Just don't open it, and at the end of the week I'll give you a fat twenty dollar bill."

"Why?" Tony asked.

"Why, why, why?" Nate said and started walking away. "Why so many questions?"

3. Identify Tony's problem.

Stop the story and ask the students to name what Tony has to decide: *What to do about the package from Nate.* Explain, *This is the first step in decision making, naming the decision to be made.*

4. Discuss ways to gather more information.

Ask the students what questions they have at this point. Talk about ways to answer some of these. Also identify questions that don't necessarily need to be answered in order to make a decision.

5. Brainstorm Tony's alternatives.

Ask the students to tell you what the next step is on your list. Review the rules for brainstorming:
--There are no right or wrong answers.
--Push for as many answers as possible.

Write the students' ideas on the chalkboard or large piece of newsprint (leaving room to the right to list the consequences of each). After the students seem to run dry, ask them to come up with at least three additional options that Tony has.

6. Determine the consequences of each alternative.

Ask the students to give at least one consequence for each of the alternatives that they have mentioned. Ask, *What could happen to Tony if he did this? Are there negative things that might happen? How about positive ones?*

7. Select the best alternative.

Examine the list of alternatives and consequences and ask the students to select the best one. Ask, *Which of these is the best alternative for Tony and why?* If necessary, discuss which consequences are positive and which are negative.

Period 2 (or homework)

8. Allow time for independent practice with the same steps.

After reviewing yesterday's activity, give the students an opportunity to try the steps on their own. Distribute the worksheet and go over it.

9. Discuss the answers.

Ask the students to talk about how they completed this worksheet. Ask, *What are some alternatives and consequences you came up with.* Ask the other students to raise additional consequences and issues. Go over these and discuss which alternatives they thought were best.

10. Initiate transfer to situations in the student's own life.

Ask the students to name some problem situations in their own lives.

- Times when they need to make a choice. Use question asking to help them see some of these:
- What are some times when your parents want you to do one thing and you want to do something else?
- What are times when your friends want you to do one thing and you want to do something else?
- What are situations when you know someone is treating you unfairly? How do you decide how to deal with this?
- What are times when you have to make a choice?

EVALUATION: Each student should independently complete the choice-making steps to decide what to do in a fictional situation.

VARIATIONS:

1. For **lower functioning** students, you might skip Step 2, (Gathering Information) which may be difficult for some students to complete.
2. For some students who have **trouble with Step 9**, naming a situation in which to apply these skills, see the activity, **TIMES FOR DECISIONS**.
3. Two other versions of this activity is included in this curriculum, including examples suited for **younger students**.
4. To assist students who **have trouble identifying times at which decisions are necessary**, see the activity, **TIMES FOR DECISIONS**.

SPIN-OFFS

1. **Transfer:** After the students identify a situation in their own lives when they need to make a decision, have them write out their responses to each of the five steps on paper.
2. **Decision Making Practice:** Included in this unit is an activity to provide additional practice with choice-making, including examples at three levels. See the activity called **PRACTICE SCENARIOS: CHOICE-MAKING**.

FIVE STEPS TO MAKING A CHOICE

1. Name the problem. (What do you have to decide?)
2. Gather information. (What questions might you ask?)
3. Brainstorm ALL the choices. (What could you do?)
4. Examine the consequences. (What might happen with each choice?)
5. Pick the best choice. (Given all the pros and cons, what's the best choice?)

WORKSHEET: ADOLESCENT CHOICE-MAKING

MAKING CHOICES

Let's say this happened to you. You're at school one day and a good friend of yours named Terry invites you to a party.

"Sure," you tell Terry. "Where's the party?"

"At your house," Terry tells you. "Didn't you say your folks are going to be away this weekend?"

"Yeah," you say, "but I'm not allowed to have a party."

"No problem," Terry says. "They'll never find out. I already told a bunch of kids, and we're going to have beer and maybe even some drugs, depending on what I can find."

"I don't think so," you say.

"Come on, don't be such a poop. Didn't I have a party when my folks were away and you had a great time." Just then the bell rang, and Terry disappeared into his class. Now you have a problem to solve.

Step 1: Name the problem. What do you need to decide?

Step 2: Gather information. What questions do you need to ask?

Step 3: Brainstorm
10-15 alternatives.

Step 4: Examine the consequence of each.

Step 5: Pick the best one. Which alternative is the best?

ACTIVITY: EVALUATION: CONSIDERATIONS IN DECISION MAKING
(1-2 class periods)

OBJECTIVES:

1. To generate considerations to use in evaluating a series of choices.
2. To apply considerations in evaluating a risky behavior.

GRADE LEVEL: Orientation Grade 6--12
Skill Grade 3--4

SUBJECT AREA: Personal development

CONSTRAINTS: The process of evaluation may be easier to apply than a problem solving approach to decision making. The evaluation process works best when students are already clear what their choices are. For more information on this issue, see the introduction to the Decision Making section.

MATERIALS:

1. Chalkboard and chalk
2. Copies of the attached Worksheet: CONSIDERATIONS.

STEPS

1. Introduce the idea of considerations.

2. Give a hypothetical situation. (Also see Variations.)

CLASSROOM INSTRUCTIONS

Explain that today you are going to be discussing one way of making a decision: by looking at considerations. Write the word considerations at the top of the board.

Ask the students to suppose they want to buy a new bike. Ask them what they would need to consider to make this purchase. *Suppose you have 250 dollars that you have saved for a bike and now you are going shopping. What things would you need to consider in choosing a bike?* Write the students' considerations on the board including

- How expensive is this bike? (Can I afford it and a lock also?)
- How versatile is this bike? (Will it meet my needs? What do I need the bike for? To go to school? To deliver papers? For racing? For trail riding? For off road riding--dirt riding?)
- How light is this bike? (Can I lift it up the stairs? Is it aerodynamic?)
- How many gears does it have? (Does it have enough for racing? For hills?)
- How sturdy is this bike? (Will the frame last? Is it sturdy enough to use for my paper route too?)

3. Generalize about process of evaluation.

Explain, *Whenever you have a decision to make, there are always considerations. Each of us has our own considerations depending on our values and our needs.*

Ask, *If everyone in this classroom had \$250, would we all go buy the same thing? Why not?*

4. Give a practice example. (Also see Variations.)

Depending on your students, ask them to generate a list of considerations for **one** of the following decisions:

(A) You would like to begin a new activity to improve your health. You are trying to decide among the following:

- jogging
- swimming
- biking
- basketball
- dance

What are your considerations?

(B) You need a gift for your friend's birthday. You have ten dollars to spend and you go to the mall. You are trying to decide among the following:

- a Bulls T shirt
- The Guinness Book of World Records
- a cassette tape of (ask students for name of group)
- a box of markers
- a VCR

What are your considerations?

5. Transfer this process to an example involving drugs.

Explain that when drugs (including alcohol) are a choice, the considerations are often the same. Tell the students the following situation: Someone offers you a marijuana joint. You have to decide whether or not to take it.

6. Identify the considerations when drugs are involved.

Ask each student to write down one or more of their considerations. Read these aloud and make a master list. Include the following on this list:

- How good is this for me? How can I be harmed? Do I know for sure that it is marijuana? Is it healthy?
- Is it legal? Am I supposed to have this? Can I be arrested?
- How does it fit with what I think is **right or wrong**?
- How would I feel if my little brother or sister were in my shoes?
- How would **my mom or dad** feel about what this situation?
- Is this what I really want in the **long run**?

7. Apply these considerations to other situations involving drugs or risk.

Hand out the worksheet and ask the students to answer the above questions for a choice in their own lives. Discuss what kinds of things are important to them.

EVALUATION: Each student should be able to select or identify a choice in their own lives and apply the considerations to making a healthy decision.

VARIATIONS:

1. For students who **need more practice**, other decisions may be used in both the first and second examples (Steps 2 and 4), for instance:
 - Deciding what book to take out of the library
 - Deciding what topic to write a paper on
 - Deciding what to wear to a party
 - Deciding what job to apply for
 - Deciding what apartment to rent
 - Deciding what to eat for lunch in a restaurant
 - Deciding what courses to sign up for in high school
 - Deciding what to pack for a trip
2. For students with **limited writing skills**, use the worksheet as the basis of a discussion of one of the risky behaviors. If feasible, students could work in small groups discussing one of the decisions.
3. For **lower level students**, another evaluation activity is included in The PRISE Curriculum; **YOU BE THE JUDGE: EVALUATING OPTIONS.**

SPIN-OFFS:

1. **Language Arts:** Ask the students to write an letter to a younger child (brother, sister, friend) giving three reasons not to use drugs including alcohol. Each of these should correspond to one of the student's own considerations when making a decision.
2. **Personal Development:** Give students additional practice in applying the skills of generating and applying considerations to decision-making situations.

WORKSHEET: EVALUATION: CONSIDERATIONS IN DECISION MAKING

CONSIDERATIONS

1. Select which of the following choices about a risky behavior is important for yourself.

In my life, I need to decide whether or not to

- ☐ skateboard on the streets near my house.
- ☐ ride a motorcycle without a helmet
- ☐ go to parties where liquor is served.
- ☐ smoke cigarettes.
- ☐ drink alcohol if it's offered to me.
- ☐ use cocaine if it's offered to me.
- ☐ ride my bike without a helmet
- ☐ use marijuana if it's offered to me.
- ☐ hang around friends who smoke.
- ☐ drive with friends who have been drinking
- ☐ other risky behavior _____

Now choose one of these and put a star (*) next to it. Answer each of the following questions in one or two full sentences.

2. How good is this for me? (How can I be harmed? Is it healthy?)

3. Is this activity legal? (Am I supposed to do this? Can I be arrested?)

4. How does this activity fit with what I think is right or wrong?

WORKSHEET: EVALUATION: CONSIDERATIONS IN DECISION MAKING

5. How would I feel if **my little brother or sister** were in my shoes?

6. How would **my mom or dad** feel about what this situation?

7. Is this choice what I **really want in the long run**? How does it fit with how I see myself in the future?

8. What is **my decision**?

ACTIVITY: PRACTICE SCENARIOS: CHOICE-MAKING**OBJECTIVES:**

1. To go through the steps of problem solving.
2. To make a healthy decision in a hypothetical situation.

GRADE LEVEL: Orientation Grades 3--12 (see range of examples)
Skill Grades 2--12

SUBJECT AREA: Personal Development

CONSTRAINT: This activity is designed to be done after you have introduced the students to the steps through an activity such as **CHOICE MAKING: LEARNING THE STEPS** (elementary, intermediate, and adolescent versions)

MATERIALS:

1. Look through the three lists of problems and select the ones which you feel would be most appropriate for your students.
2. Worksheet: **PRACTICE WITH PROBLEM SOLVING.**

STEPS

1. Review the steps of problem solving.

CLASSROOM INSTRUCTIONS

Display the overhead and go over the following information:

1. Name the problem. (What do you have to decide?)
2. Gather information: (What questions do you need to ask?)
3. Brainstorm ALL the alternatives (What can you do?)
4. Examine the consequences of each. (What might happen with each alternative?)
5. Pick the best alternative. (Given all the pros and cons, what's the best choice?)

2. Divide the class into groups.

Depending on the size of your class and their ability to work together, divide them into groups of between two and five students. Younger children or those with less experience in group work may do better in smaller groups. You also may ask older students to come in to help facilitate these groups--lead them through the five step process. (See Spin-Off #1)

3. Clarify the assignment.

Give each group a problem and tell them they will be responsible for reporting back to the larger group with the following information:

- What is the decision about? (Steps 1 & 2)
What are at least 10 (change this number for your students) choices or alternatives? (Step 3)
What is one consequence of each? (Step 4)
Which do they feel is the best choice? (Step 5)

4. Split the work load.

Explain, *Each person will need to do some writing and some reporting.* Give each group a worksheet and assign each student one or more steps. (Make sure that the student who has Step 3, doesn't also have Step 4.) Explain, *All of you will discuss each step, but one person will keep track of what is said.*

5. Structure the small group time.

Many students have trouble staying focused during small group activities--without direct teacher input--and will need additional structure. Some ways to do this include:

- setting a timer for each item on the worksheet and announcing which item they should be working on (Allow more time for Steps 3 and 4).
- assigning a more disciplined student as group leader and having the others raise their hands to take the floor.
- monitoring the group's progress from close-by.
- giving each student 5 tokens which they must use up: each time they give input they pay in one token to the kitty.

6. Ask students to report back.

Give each group an opportunity to tell what their problem was and to report on each of the steps.

7. Assist with transfer to the students own lives.

Ask the students if any of the problems they heard described were ones they themselves had encountered. Ask, *What are times in your own lives when you have problems that you need to solve. What are decisions you must make?*

EVALUATION: Each student should contribute to the problem solving process and report back on at least one step.

VARIATIONS:

1. For younger students, an older student or a volunteer can help with the writing. (See Spin-Off #1 for assistance with this idea.)
2. For students with a shorter attention span (or less ability to work independently), select one problem for each session and work it through as a class. You might put selected problems in a shoe box and pull one out each day. Spend about ten--fifteen minutes going through the steps and discussing how the problem is relevant to them.

SPIN-OFFS:

1. **Leadership:** After your students are fairly comfortable with these steps, have them become small group leaders for younger students who are learning to make decisions. In preparation, discuss the jobs of a group leader with your students:
 - Ask questions.
 - Keep the group on track.
 - Push the students for more ideas during brainstorming.
 - Help them come to a decision.
 - Make sure everyone gets a turn.
 - Give encouragement and positive feedback
2. **Decision Making:** Have students suggest times when they have to make decisions and use these situations as the basis of additional problem solving activities: writing, roleplays, or discussions.

Problem Cards: Elementary

1. You just broke your mom's best candy dish. You know she's going to be furious. Problem solve what to do using all the steps.
2. You find a pack of cigarettes in your sister's bedroom. It really scares you because you hear her coughing sometimes. Problem solve what to do using all the steps.
3. You see a man who is having trouble walking and seems to be talking to himself. Now he's coming over toward where you are playing. Problem solve what to do using all the steps.
4. You're playing baseball and accidentally break a window of the house next door. Problem solve what to do using all the steps.
5. You find a bottle of prescription medicine near the school. You don't know the name of the person on the label. Problem solve what to do using all the steps.
6. Sometimes when you stay over at your aunt's house after school, your uncle gets drunk. This time while your aunt is gone, he asks you to go buy him some more beer. Problem solve what to do using all the steps.
7. A kid in your class keeps making fun of your gym shoes, saying that you have the wrong kinds of sneakers. It makes you feel bad, but you know that your parents can't afford to buy you new shoes right now. Problem solve what to do using all the steps.

Problem Cards: Intermediate--Junior High

1. You've been assigned to sit with another student who is a real drag. This student is new at your school and hardly ever talks. You're really disappointed to have to sit with this geek. Problem solve what to do using all five steps.
2. A friend of yours has started smoking cigarettes and wants you to smoke also. Whenever you turn down a cigarette, your friend calls you a baby. Problem solve what to do using all five steps.
3. One of your good friends, named Chris has started drinking. When Chris drinks, you don't like him very much because he acts silly and sometimes gets mean. Problem solve what to do using all five steps.
4. You have twenty dollars of special birthday money that you want to spend on yourself, but you also owe your best friend eighteen dollars. You know your best friend needs the money back, but you also want something for your birthday. Problem solve what to do using all five steps.
5. You're in a store and you see just the shirt you've been looking for. It matches a new pair of pants you got for your birthday, and it's even your size. Unfortunately you don't have any money, and you're worried it will be sold before you can earn some. Problem solve what to do using all five steps.
6. You see a friend of yours stealing money out of a girl's pocketbook. Problem solve what to do using all five steps.
7. After you failed a test, a friend called you a dummy in front of some other people. This really hurt your feelings. Problem solve what to do using all five steps.

Problem Cards: High school

1. You've just backed your dad's car into a 1991 Corvette, but no one saw you do it. The damage to the Corvette is substantial but your dad's car looks okay. Problem solve what to do using all five steps.
2. Last night your best friend got drunk at a party and you drove him home. On the way home he threw up all over your dad's leather seat covers. Problem solve what to do using all five steps.
3. (For a guy) You're at a party and there's a girl there you want to meet, only you're too shy. You think that if you had a drink, maybe it would help, but you know this girl doesn't like guys who drink. Problem solve what to do using all five steps.
4. (For a girl) You're at a party and there's a guy there you want to meet, only you're too shy. You think that if you had a drink, maybe it would help, but you know this guy doesn't like girls who drink. Problem solve what to do using all five steps.
5. You're making up your mind about courses for next year. Unfortunately several of the courses you really want are offered in the afternoon when you are working. Problem solve what to do using all five steps.
6. One of your good friends has started using marijuana. Lately this friend never calls you up to do things and you feel hurt about this. Problem solve what to do using all five steps.
7. You are trying to lose weight, and dieting is a real drag. A friend offers you some quick weight loss pills, but you don't know what's in them. Problem solve what to do using all five steps.

WORKSHEET: PRACTICE SCENARIOS: CHOICE MAKING

PRACTICE WITH PROBLEM SOLVING

Step 1: Name the problem. What do you need to decide?

Step 2: Gather information. What questions do you need to ask?

Step 3: Brainstorm your choices List 5--10.

Step 4: Examine the consequence of each?

Step 5: Pick the best one.

UNIT FOUR RESISTING PRESSURE

Objective 4.0: Students will demonstrate skills in resisting pressure to use alcohol and other drugs.

WHY THIS IS IMPORTANT

Pressure to use alcohol and other drugs comes from a number of sources, including advertisements, threats from gangs, pressure from friends, as well as from a long list of internal needs and desires: to feel grown-up, to rebel against adult authority, to stop emotional pain, to escape reality, to have a transcendental or religious experience, to make money, etc. In addition drugs have a symbolic meaning in our culture. Particularly in the case of alcohol, drugs are a sign of coming of age. To help students resist drugs, we have to be aware that drug use is a ritual for many adolescents--a way in which they rebel against adult authority while asserting their own status as "grown-up."

For a number of reasons, peer pressure is a stronger influence in many students' lives than it has been in the past. According to a 1990 study, "a clear majority of children indicate that the most influential people in their lives are **same-age peers**." Moreover, "the reliance on same-age peers for modeling, skill building and rewards is happening **at younger ages** each year" (Gardner in Blick 1991). One of the outcomes of this shift is that students tempt each other to try risky behaviors earlier--to prove themselves to each other. Unit Five (on Nurturing Relationships) attempts to undercut this trend by encouraging students to foster and maintain relationships with adults. But given the realities of many students' lives, the intense--and often too early--pressure to be accepted by peers is likely to continue.

For special education students, whose success in school and (often) in social circles has been limited, the temptation to respond to peer pressure may be greater. Here is a way to belong, even if you can't read, even if you're not athletic or good at remembering jokes. Moreover, alcohol and other drugs may seem to offer relief from self-consciousness, even from discomfort, in social situations. Special education students may see drug use as an opportunity to feel accepted by mainstream peers.

In addition to peer pressure, this unit focuses on a more sanctioned--and more sophisticated--pressure to use alcohol and other drugs: advertising. Because of legislation, television has had to focus on beer and wine, but the messages of these commercials generalize to other products. Moreover, alcohol is a "gateway" drug--alcohol use is often the initial step toward the use of other drugs. While alcohol is legal for adults in our society, it is not legal for our students. Young people break the law when they try alcohol (as well as cigarettes), and this opens up the possibility of breaking the law by trying other illicit substances as well.

It is easy to forget when watching the slick, often humorous advertisements for a variety of beers and wines on television that the commercials we see are carefully engineered--and researched--to convince us to buy a particular

UNIT 4: PRESSURE

product. Those thirty second and one minute spots are both more expensive and more sophisticated than the programs they interrupt. Ironically, one effect of remote control has been to force advertisers to make their commercials more entertaining--so we don't zap them or turn on the mute. Given the appeal and prevalence of these commercials, we need to provide our students (many of whom are unusually gullible) with some tools to analyze and understand advertising messages.

SOME GUIDELINES FOR HELPING STUDENTS RESIST PRESSURE:

- 1. Provide practice in resistance skills.** Because many of our students have limited social skills, they may need very concrete practice in ways to resist pressure. Some of the activities in this unit examine eye contact, stance, verbal and nonverbal messages, and ways to walk away. Some students are going to need individualized practice in these skills, as well as additional help in determining when to apply them. The activities in this unit are really only a beginning point in teaching these skills.
- 2. Drug use often has to do with image.** Young people often try alcohol and other drugs because of how they see themselves and how they are trying to change or manipulate their own image. Analyzing advertising gives students an opportunity to discuss this issue with each other. While advertisements are clever, they can also be a powerful tool of education once they have been disarmed. Several of the activities in this unit look at advertisements as a jumping off point for a discussion of image and healthy ways to change one's image.
- 3. Pressure is different for girls and boys.** While image is important to nearly all young people as they develop their sexual identities, the messages attached to various drugs are different for males and females. For instance, while boys may use cigarettes to appear older or to fit in, girls may start smoking in order to give a message: *I'm independent; I don't care what you think of me* (Clayton 1991). Interestingly, while the research on this is new, advertisers have clearly known this for years. Cigarette advertising aimed at females is different than that aimed at males. In this curriculum, separate activities are included for boys and girls related to cigarette smoking.
- 4. Because drugs often symbolize rebellion against society, teachers may choose to focus on the relationship of drugs and big business and/or organized crime.** By learning about the drugs cartels, tobacco lobby, or billboard industry, students may change their perception of the "coolness" of using drugs. While it's not possible to engineer *how* our students rebel against adult authority, we can at least show them that self-destructive behaviors such as alcohol and other drug use only serve to support the status quo. For more on this strategy, see the activities on Research and Argumentation in the Information Unit (2).
- 5. The pressures to use alcohol and other drugs are complex and different for each student.** Many of these activities are designed to help students recognize these pressures. Fostering awareness of these pressures is one step in resisting them. In order to resist these pressures, students will need

UNIT 4: PRESSURE

information on the consequences of drug use (Unit 2) as well as skills in decision making (Unit 3).

6. Saying "NO" to alcohol and other drugs is only a first step. Drugs need to be seen in the context of healthy possibilities, including ways to cope with stress. Moreover, many of our students will need additional help in forming positive relationships with peers. More about these topics are included in the last unit: Healthy Alternatives.

SUMMARY OF PRISE ACTIVITIES UNIT 4: RESISTING PRESSURE

1. ACTIVITY: FACE OFF: STANCE AND EYE CONTACT

GRADE LEVEL: Orientation Grades 3--7

Skill Grades 2--3

TIME FRAME: 2--3 class periods

SUBJECT AREA: Speech and Language, Personal Development

SUMMARY: Students are involved in demonstrations and role plays involving body language and how it communicates both pressure and acquiescence. Students are given ways to appear more assertive--to use their bodies to communicate a clear "no" message.

2. ACTIVITY: ASSERTIVENESS: YOU CAN SAY NO

GRADE LEVEL: Orientation Grades 5--9

Skill Grades 3--4

TIME FRAME: 1 class period

SUBJECT AREA: Personal Development

SUMMARY: Following the video, "You Can Say No: Here's How," the students are re-introduced to the concepts in the film, including the right to say no to a dangerous activity and to change their mind. Students are asked to apply the concepts to situations in their own lives.

3. ACTIVITY: HOW TO SAY NO

GRADE LEVEL: Orientation Grades 4--9

Skill Grades 2--3

TIME FRAME: 1 class period

SUBJECT AREA: Personal Development, Speech

SUMMARY: Students experience saying "no" to eating a secret substance, and then discuss how this felt. A number of refusal strategies are given, as well as an opportunity to practice these in roleplays.

UNIT 4: PRESSURE

4. ACTIVITY: GET THE MESSAGE: TACTICS IN PRINT ADS

GRADE LEVEL: Orientation Grades 5--9
Skill Grades 4--5

TIME FRAME: 1-2 class periods

SUBJECT AREA: Consumer Education, Personal Development, Language Arts

SUMMARY: Students study an ad for 60 seconds and then share what they remember. A worksheet is used to structure their analysis of an advertisement for tobacco and/or alcohol.

5. ACTIVITY: LETTER TO A FRIEND

GRADE LEVEL: Orientation Grades 5--10
Skill Grades 5--6

TIME FRAME: 2--3 class periods

SUBJECT AREA: Language Arts

SUMMARY: This activity has three distinct parts: #1. Students write a letter to a friend trying to convince that person to smoke; #2. Each student receives one of these letters and writes a reply stating why they will not smoke; #3. The students examine both letters and discuss peer pressure.

6. ACTIVITY: WHY KIDS USE AND WHY THEY DON'T

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

TIME FRAME: 2 class periods

SUBJECT AREA: Reading, Language Arts

SUMMARY: Students read a short play about students, some who use drugs and some who have chosen not to. Afterward they generate a list of why kids their age use and don't use drugs. Students examine their own reasons and write an essay to answer the questions: what puts me at risk and what keeps me healthy.

7. ACTIVITY: WHY GIRLS SMOKE

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

TIME FRAME: 2 class periods plus follow-up

SUBJECT AREA: Health, Personal Development, Consumer Education

SUMMARY: Designed for a group of girls, this activity addresses two reasons girls may smoke: to appear more independent and to lose weight. The girls examine a print ad for smoking and consider their own goals in relation to this message. They hear a scenario about a girl with a weight problem and apply scientific facts about females, weight, and smoking.

UNIT 4: PRESSURE

8. ACTIVITY: WHY BOYS SMOKE

GRADE LEVEL: Orientation Grades 7--12

Skill Grades 5--6

TIME FRAME: 2 class periods plus follow-up

SUBJECT AREA: Health, Personal Development, Consumer Education

SUMMARY: Designed for a group of boys, this activity addresses two reasons boys may smoke: to appear more macho and to cover social awkwardness. The boys examine a print ad for smoking and consider their own desired image in relation to it. The boys examine their feelings about their own social skills and practice interacting with girls through a structured assignment.

9. ACTIVITY: ADVERTISING TACTICS: IMPROVING A PRINT AD

GRADE LEVEL: Orientation Grades 8--12

Skill Grades 5--6

TIME FRAME: 2 class periods or more

SUBJECT AREA: Consumer Education, Personal Development, Language Arts

SUMMARY: Students choose and analyze ads for alcohol and cigarettes. The activity teaches them a series of tactics to look for and provides an opportunity to revise an advertisement.

ACTIVITY: FACE OFF (1 or more class periods)

OBJECTIVE: To demonstrate ways of countering peer pressure by using stance and eye contact.

GRADE LEVEL: Orientation Grades 3--7
Skill Grades 2--3

SUBJECT AREA: Speech and Language, Personal Development, Drama, Health

CONSTRAINTS: This activity is designed to fit into an on-going discussion of peer pressure techniques and defenses that depend on verbalization. A lot of material is included here. Depending on the level of your students, you might choose to slow down this presentation into several sessions with additional practice.

MATERIALS:

1. Before the students arrive, place a few objects in a brown paper grocery bag and fold over the top. Try to select objects the children won't guess--for instance don't use books or paper or things that they will miss. Keep the value of these items low: less than \$1.00. Some possibilities include rolls of paper towels or toilet paper, plastic water bottles, a bag of garbage from lunch.
2. For mock cigarettes, use an inedible commercial variety or (simply) a small box of chalk or crayons.
3. Overhead Transparency: **BODY LANGUAGE: DON'T PRESSURE ME.**

STEPS

1. Demonstrate using eye contact to make what you have to say more believable.

2. Have each of the students write down how much they would pay for what is in the bag.

3. Discuss how facial expression and eye contact convey information to the listener.

4. Discuss the response of the listener to dominating body language.

CLASSROOM INSTRUCTIONS

Go around to several students and try to sell them what's in the brown bag. With some of the students, stand close and look them in the eye with others step back or look away. Don't vary what you say, for example: *I've got something wonderful in this bag and I'll let you have it for just ten dollars. This is a real bargain, believe me. You'll love it.*

Make this a secret ballot. Then ask, *What did you write down? Did you believe me? How was I different with each of you? What made me convincing or not convincing?*

Ask, *How are we influenced by a person's facial expression?* Explain that *when people stand close to us, giving us eye contact, we tend to believe what they have to say. Sometimes it's harder to say "no" to someone who is staring right at us, regardless of whether they are smiling.*

Tell the students, *Let's say someone comes up close to you, looking right in your eyes, and says something you don't agree with. What do you do? How do you feel?*

5. Structure a roleplay with two volunteer students.

Ask one student to approach the other and offer him a mock cigarette. Instruct the approaching student to stand close and look right in the other student's eyes.

6. Discuss the roleplay.

Ask, *What if someone comes right up to you, looking right in your eyes, and offers you a cigarette? How does that feel? It's a natural tendency to look down and step back, but what does that signal? What else could you do?*

7. Discuss ways to neutralize a stare.

Put up the overhead transparency. Explain, *Here are some ways to tell the listener, I'm strong and I don't care what you have to say:*

Look right back at them. (Don't look down or away, but also don't feel you have get into a staring contest)
Angle your body. (Make room for yourself)
Put your hands on your hips. (Don't put them in your pockets or over your mouth.)
Stand with your legs apart. (Don't sit down)
Use a confident voice.
Shake your head. (Say no in more than one way.)
 If you feel like smiling, that's okay, but don't smile through the whole exchange. That makes you seem nervous.

8. Repeat the roleplay, instructing the student who is approached to keep their elbows out and to return the first student's eye contact.

Tell the student, *Put your hands and your hips and move your legs apart a little. Make some space for yourself! Now say, "No Thanks." How did that feel?* Give all students--especially shy ones--an opportunity to practice these techniques.

EVALUATION: During the final step, each student should be able to answer "No thanks," using at least three of the resistance techniques: **feet, facial expression, hands, eye contact, voice, etc.**

VARIATIONS: For lower functioning groups of children, this activity may need to be divided into smaller units, focusing on only one or two techniques--distance, position, facial expressions, eye contact. Provide practice with each.

SPIN-OFFS:

1. **Leadership:** The students could teach these techniques to younger children, acting out scenarios and giving the younger students an opportunity to practice the techniques.
2. **Refusal Skills:** The PRISE Curriculum includes two activities which focus on refusal skills (See HOW TO SAY NO and ASSERTIVENESS, both in this unit).

BODY LANGUAGE: DON'T PRESSURE ME!

1. **Look right back at them.** (Don't look down or away, but don't feel you have get into a staring contest.)
2. **Angle your body.** (Make room for yourself.)
3. **Put your hands on your hips.** (Don't put them in your pockets or over your mouth.)
4. **Stand with your legs apart.** (Don't sit down.)
5. **Use a confident voice.** (Speak up but don't shout.)
6. **Shake your head.** (Say no in more than one way.)
7. **Look serious.** (If you feel like smiling, that's okay, but don't smile through the whole exchange. That makes you seem nervous.)

ACTIVITY: ASSERTIVENESS: YOU CAN SAY NO (follow up to the "You Can Say No: Here's How" video)

OBJECTIVES: To learn positive ways to stand up for themselves and to identify times to use these methods.

SUBJECT AREA: Personal Development

GRADE LEVEL: Orientation Grades 5--9
Skill Grades 3--4

CONSTRAINTS: This activity is designed to follow up the video, "You Can Say No," but it could be done in conjunction with other assertiveness training exercises. This video is about asserting one's rights in a variety of situations--not necessarily related to drug use. For special education students, it is critical to help them transfer these skills to situations involving drugs or alcohol.

MATERIALS: The video "You Can Say No," available through CSEDI Library.

STEPS

1. Before the video, talk about "Kid's Rights."

2. Show the video.

3. Ask the students to make a list of what they have learned.

4. Go over these concepts.

5. Have the students make a list of situations in which students could use these guidelines.

CLASSROOM INSTRUCTIONS

Ask, What are some things that you have a right to as a young person. When do you have a right to say "no?" What about when an adult asks you to do something and you don't think it's fair? How do you handle that?

Write a list on the chalkboard, including the following concepts:

1. You have the right to make a request.
2. You have the right to say no to dangerous activities.
3. You can change your mind.
4. You can compromise.
5. Stay polite.

Make sure students understand the difference between request and demand. Discuss why staying polite is so important. *What does it get you? How will it change how people react to your requests?*

Divide the students into 5 groups and have them brainstorm a list of situations for each of the above 5 concepts. Assign one concept to each group. Ask (for instance), *When is a time that you have a right to make a request? List all the times you need to exercise this right.*

6. Assist the students with transferring these skills to situations involving drugs or alcohol.

Bring the groups back together and have them share their lists of situations. Ask, *Can you think of any times involving beer or cigarettes--times when you feel pressured?*

7. Discuss problems which may make these guidelines difficult to use.

Ask, *When do people really get your goat--make it hard to be polite? When is it most difficult to stand up for yourself? How do people talk you into things that you really don't want to do? Has that ever happened to you?*

EVALUATION:

1. The students should be able to list ideas from the video which closely match the five concepts listed in this activity. If they have trouble with this, you might consider showing the video again (perhaps later in the school year).
2. The students should be able to generate situations in which to apply these concepts, including some involving drugs including alcohol.

VARIATION:

1. For **lower functioning** students, you may choose to turn to video tape off after each episode to give them time to recap what has occurred. A copy of the script accompanies the video.
2. For **lower functioning** students, they may complete Step 5 (listing situations) as a class.

SPIN-OFFS:

1. **Language Arts:** Ask the students to write a story demonstrating these principles of assertiveness. Give them the choice of making up a situation or using one of yours, for example: *Billy is trying out for basketball this year and to get in shape he gets up and runs every morning. Meantime, his friends smoke and sometimes when they're driving around in the car, Billy starts to cough. It gives him a headache and makes his allergies worse. Plus he's starting to notice that even being around smoke makes a difference in how far he can run. Basketball try-outs are coming right up. Write a story about what Billy should do. His friends names are Todd and Andy.*
2. **Refusal Skills:** For practice in saying no, see the activity HOW TO SAY NO, also included in this unit of the PRISE Curriculum.

ACTIVITY: HOW TO SAY NO**OBJECTIVES:**

1. To become familiar with different ways to refuse drugs and other risky experiences.
2. To practice a refusal skill.

GRADE LEVEL: Orientation Grades 4--9
Skill Grades 4--5

SUBJECT AREA: Personal Development

CONSTRAINTS:

Students may need preparation for roleplaying. The following teacher guidelines are adapted from the QUEST Curriculum:

1. Create a serious mood.
2. Allow the players a few moments to get into roles. Some students may need more information about what their role will require.
3. Allow time for the players to express nervousness and ask questions before beginning.
4. Give the spectators a role as observers. Write a couple of questions on the board or tell them what you want them to look for.
5. Don't let the role play drag on--cut it as soon as you feel there's some resolution or that they are stuck.
6. Help the players out of their roles--tell them, *Now you're yourself again*. Use their names. Some students may be helped by a gesture: physically "giving back" the role or "taking off" the role. Ask them to tell how it felt to play the role.
7. Allow time for processing after each role play. Elicit reactions and observations from the spectators.

MATERIALS:

1. A small container of guacamole or pimento spread or even yogurt with green (and/or red) food coloring in it. Select something that the students won't recognize or like but which won't hurt them if they were to try it.
2. Copies of the attached Worksheet: **WAYS TO SAY NO** for each student.
3. (Optional) Overhead Transparency: **WAYS TO SAY NO**.

STEPS

1. Talk about times when it's important to say "no."

CLASSROOM INSTRUCTIONS

Ask the students to name some times when they have said no or when they believe it is important to say no. Ask, *What about risky (or foolish) situations? What are some of these? What might people offer you that you should say no to?*

2. Discuss feelings people have when they say "no."

Talk about the uncomfortable feelings that sometimes come with saying no: guilt, nervousness, concern that people won't like us anymore. Let students know, *These feelings are normal. Most of us want people to like us, and saying no can make us feel insecure or even bad sometimes. But feeling guilty or bad doesn't mean we should change our minds.* Talk about ways in which saying "no" can make us feel good as well: *Saying no can also make us feel independent and grown up. You can feel free and relieved after saying no as well.*

3. Go over ways to say "no."

Put up the overhead transparency and give students the worksheet. Discuss the examples, pointing out that there are ways to refuse without ever saying the word "no." Give students a chance to suggest other examples. Ask, *Have you ever used any of these techniques? When and where? How did it go?*

4. Practice the refusal strategies.

Play the "bad guy" and go around the room asking students to try eat the secret substance. Tell them you don't know what's in it, but maybe it will make them feel good. Try to convince them using the tools of peer pressure: *Don't be a baby. You'll really like it. It's not bad for you. If you try it, you can be in our group of friends. We eat this stuff at all our parties. You'll feel great.* Ask the students how it felt to say no.

5. Discuss peer support for saying no.

Explain that one thing that makes saying no easier is having friends who say no too. Tell the students, *You can really help a friend by also saying no to pressure.* Ask students why this is so.

6. Role play saying "no" in risky situations.

Suggest one or more of the following situations to roleplay (Stop after each roleplay to give feedback--Step 7):

One person trying to get two friends to have a cigarette.
Two people pressuring someone to steal some beer from his family's refrigerator. Another friend is also there at the time.

One person invites two friends to go and smoke marijuana in the forest preserve.

NOTE: Try to give students who play the pressuring roles a chance to play someone resisting pressure.

7. Give the students a chance to give feedback.

After each roleplay, ask each of the players a chance to say how it felt. Ask, *What did you feel like saying no? How did it feel to pressure a friend? How did it feel to support a friend by also saying no.* Ask the audience to tell some positive things they saw in the students who are resisting pressure; for instance, using eye contact, speaking clearly, walking away, using humor, staying firm, etc.

8. Assist with transfer to the student's own lives.

Have the students take out a piece of paper and fold it in thirds. Ask the students to name three situations in their own lives when they could use these strategies. Save these for the Spin-Off activities below.

EVALUATION: Students will be able to select at least one way of saying no and demonstrate this technique.

VARIATIONS:

1. For students who are self-conscious, try giving them a fictitious name--sometimes that will help them see the character as someone else.
2. For students who get silly about roleplaying, give the audience something to write down while the roleplay is occurring. This will help them focus on the task.

SPIN-OFFS:

1. **Resisting Pressure:** Cut apart the students' responses from Step 8 into slips. Select situations which you feel are realistic for students their age. Divide the class into small groups and give them one of the slips to use as the basis of a short roleplay.
2. **Language Arts:** Cut apart the students' responses from Step 8 into slips and distribute them among the class. Ask students to write a letter giving advice to the person who suggested this situation. Tell them to think of themselves as Ann Landers or some other advice columnist with whom they are familiar.

WORKSHEET: WAYS TO SAY NO

WAYS TO SAY NO

- 1. Say no and nothing more.** Once you say "no," you've made your point. There's really nothing more to say. You can stay or leave. You can look in the person's eyes or look away.
- 2. Repeat yourself.** If the pressure is on, you may have to keep saying no. If people won't take no for an answer, say it again.
- 3. Give your reasons.** Explain why you're saying no: *It's dangerous. It's not how I want to spend my life. It's against the law. It's a drag.*
- 4. Make excuses.** They don't have to be true to get you off the hook. Tell your friends: *I have allergies. That stuff makes me sick. I have to be up early in the morning. I'm on medication and I'm not supposed to mix it with anything.*
- 5. Exit.** Leave the situation. If someone is pressuring you, walk away. You don't need to say good-bye unless you want to. Vote with your feet; walk out.
- 6. Ignore what's being said.** If someone offers you drugs, pretend you didn't hear. Bring up another subject.
- 7. Bring up something else you might do.** Suggest some alternatives: *Want to go swimming? How about a movie?*
- 8. Try joking.** Tell your friends, *I never drink and dance. or I'm testing for my pilot license in the morning. or I'm already crazy enough.*

OVERHEAD TRANSPARENCY: WAYS TO SAY NO

WAYS TO SAY NO

1. SAY NO AND NOTHING MORE
2. REPEAT YOURSELF.
3. GIVE YOUR REASONS.
4. MAKE EXCUSES.
5. EXIT.
6. IGNORE WHAT'S BEING SAID.
7. BRING UP SOMETHING ELSE YOU MIGHT DO.
8. TRY JOKING.

ACTIVITY: GET THE MESSAGE: TACTICS IN PRINT ADS (Adapted from *Choose to be Tobacco Free*)

OBJECTIVES:

1. To identify the tactics used in a tobacco or alcohol advertisement.
2. To design a more truthful ad.

GRADE LEVEL: Orientation Grades 5--9
Skill Grades 4--5

SUBJECT AREA: Language Arts, Consumer Education, Personal Development

CONSTRAINTS: As with any activity examining ads, students may need to be led through the process of uncovering tactics. Advertisements are the product of research, money and effort by sophisticated industries. Special education students may have bought the message without considering the source.

MATERIALS:

1. Overhead Transparency: TACTICS IN PRINT ADS
2. Photocopies of print ads for tobacco or alcohol. Several possible ads are attached.
3. Copies of the attached Worksheet: WHICH TACTICS ARE THEY USING?.

STEPS

1. Have each student examine an ad for 60 seconds.
2. Talk about what they saw.
3. Discuss the message of the ad.
4. Discuss some of the tactics the ad uses.
5. Have students work in dyads to analyze one ad.

CLASSROOM INSTRUCTIONS

Divide the class into small groups of 3--4 students. Give each group a copy of the same ad and have them stare at it for 60 seconds. Tell them, *Look at this ad carefully. We're going to talk about it in one minute.*

Turn the ads face down and have the students list everything they remember about it, including words, people, scene, colors, objects. Ask them, *What do you remember and why? Where did their eyes go first?*

Ask the students, *What is this ad trying to convince you to do? Besides buying the product, what is the advertiser trying to tell you? Write these on the board. Ask, What are some ways it is trying to do this?*

Discuss the kinds of people and lifestyle that are in this ad. Ask the students, *If you use this product, what will you look like? Will you really look like these people?* Go over the other questions on the overhead transparency.

Give each student a handout and have them work with a partner to answer the questions.

6. Have each dyad present their ad to the group.

Discuss how the ads could be changed to make them more truthful.

EVALUATION: Each pair of students should identify two tactics used in the advertisement that they analyze.

VARIATIONS:

1. For **higher functioning students**, see the other version of this activity: **ADVERTISING TACTICS**.
2. For **lower functioning students**, examine alcohol & tobacco ads separately.

SPIN-OFFS:

1. **Consumer Education:** Have students collect advertisements for other kinds of products and analyze the tactics being used.
2. **Healthy Alternatives:** Ask students to use these same tactics in creating an advertisement for a healthy alternative to drug use. See the activity included in this curriculum under the Healthy Alternatives Unit, entitled: **ALTERNATIVES AD CAMPAIGN**.

MATERIALS: GET THE MESSAGE

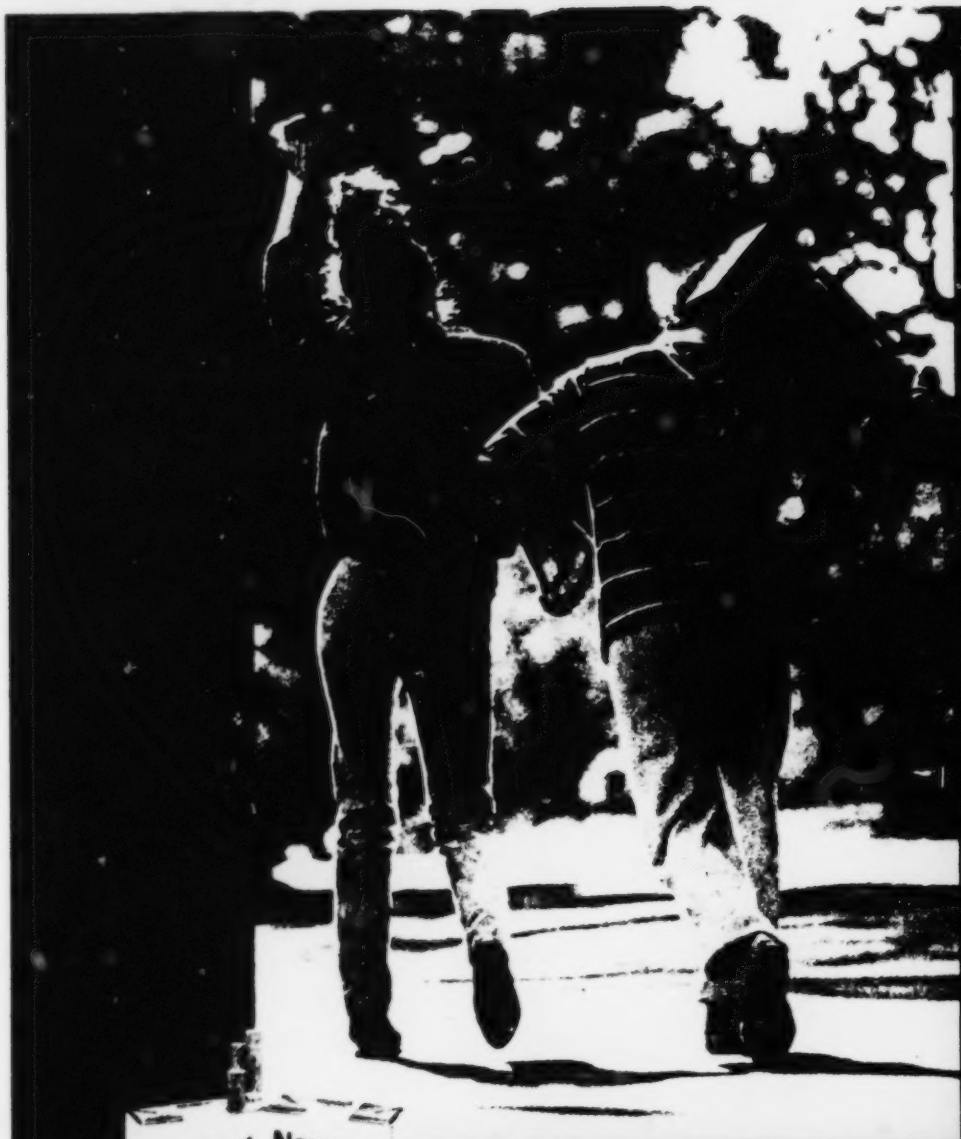
BEST COPY AVAILABLE



SURGEON GENERAL'S WARNING: Cigarette
Smoke Contains Carbon Monoxide.

29

MATERIALS: GET THE MESSAGE



Alive with pleasure!
Newport

*After all,
if smoking isn't a pleasure,
why bother?*

BEST COPY AVAILABLE

295

**SURGEON GENERAL'S WARNING: Quitting Smoking
Now Greatly Reduces Serious Risks to Your Health.**

MATERIALS: GET THE MESSAGE

Nothing Beats A Bud.

Budweiser

KING BEER

Brewed by our original process

Choicest Hops, Rice and Barley

Anheuser-Busch, Inc.

Budweiser

BEST COPY AVAILABLE

OVERHEAD TRANSPARENCY: GET THE MESSAGE

TACTICS IN PRINT ADS

IDENTIFICATION TACTICS

1. **FAMOUS PEOPLE:** Does this ad show a famous person? Who?
2. **THIS COULD BE YOU:** Does this ad use a model that is good looking, popular, independent, healthy, cute?.
3. **EVERYONE IS DOING IT:** Does this ad show a lot of people or try to give you the idea that **everyone is doing it**?
4. **JUST US PLAIN FOLKS TACTIC:** Does this ad show a regular looking person-- someone who doesn't look like they were paid to give their opinion?

INFORMATION TACTICS

5. **STATISTICS:** Does the ad use statistics to try and make their claims sound convincing? What information do you learn from these statistics?
6. **STACKING THE CARDS:** What information do you learn about this product from the ad? What information is left off? What do they not tell or show you about using this product?
7. **CATCHY PHRASES:** What is the slogan or catchy phrase the advertiser wants you to remember?

SENSORY TACTICS

8. **PLAYING WITH YOUR EYES:** Where did you look first? What did you remember? For nicotine products, where is the warning placed? What does it say?
9. **HUMOR** What humor is used in this ad?
10. **A NICE SCENE:** What kind of environment is portrayed in this ad?

WORKSHEET: GET THE MESSAGE

TACTICS: HOW THEY GET YOU

IDENTIFICATION TACTICS

1. **FAMOUS PEOPLE:** Does this ad show a famous person? Who?
2. **THIS COULD BE YOU:** Does this ad use a model that is good looking, popular, independent, healthy, cute?

Describe the model.

3. **EVERYONE IS DOING IT:** Does this ad show a number of people?

Does it try to give you the idea that **everyone is doing it**? If so, how?

4. **JUST US PLAIN FOLKS:** Does this ad show a regular looking person--someone who doesn't look like he or she was paid to give an opinion?

What makes this person look ordinary?

INFORMATION TACTICS

5. **USE OF STATISTICS:** Does the ad use statistics or numbers to try and make their claims sound convincing?

What information do you learn from these statistics?

WORKSHEET: GET THE MESSAGE

- 6. STACKING THE CARDS:** What information do you learn about this product from the ad?

What information is left off? What do they not tell or show you about using this product?

- 7. CATCHY PHRASES:** What is the slogan or catchy phrase the advertiser wants you to remember?

SENSORY TACTICS

- 8. PLAYING WITH YOUR EYES:** Where did you look first?

What did you remember?

For nicotine products, where is the warning placed?
What does it say?

- 9. USE OF HUMOR:** What humor (if any) is used in this ad?

- 10. A NICE SCENE:** What kind of environment is portrayed in this ad?

ACTIVITY: LETTER TO A FRIEND (adapted from an activity in *Health Skills for Life*) (3 class periods)

OBJECTIVE: To formulate the case for and against smoking in personal terms.

SUBJECT AREA: Language Arts

GRADE LEVEL: Orientation Grades 5--10
Skill Grades 5--6

CONSTRAINTS: This activity is designed to be included in a unit on the consequences of smoking (or other drug use).

MATERIALS: Paper, envelopes, and pen/pencils

STEPS

CLASSROOM INSTRUCTIONS

Period 1

1. Discuss some basic devices of peer pressure.

Ask, *How could you convince someone to do something they didn't want to do? You could*

- Call your friend a name if they won't try it.
- Tell your friend you would like them better if they would try it.
- Tell your friend something bad will happen if they don't try it.

2. Ask each student to write a letter encouraging their best friend (or a good friend) to start smoking cigarettes.

Tell the students to start the letter with "Dear Friend," and use all the arguments they can think of for smoking. Say, *Remember the tricks we just discussed; those can help too. Try and be convincing!* (Ask the students not to use the friend's name.)

3. Have the students prepare the letters for "mailing."

Tell the students to sign their names, fold their letters in thirds, and place them in the envelopes. Have them address the envelope to "Friend" and write their own name in the return address corner.

Period 2

4. Distribute the letters to other students (besides the writer). Ask the students to write letters of reply.

Tell the students, *Pretend you received this letter in the mail. What would you think? How did you feel when you read it? Write a letter back stating why you would not use cigarettes. Use their name in the salutation, and sign your name at the bottom.*

Put the following three words up on the board to assist the students with formulating reasons: **health, finances, social**

Period 3

5. Collect both letters and redistribute them to the original writer.

Discuss the arguments in both letters. (See Variations for alternate structures.) Ask, *What did you learn about peer pressure? How did you resist it or give in to it? What arguments did you give against smoking? Let's make a list of these and vote on which ones are the most convincing.*

EVALUATION:

Collect the letters and evaluate using the following criteria:

- How convincing are the students arguments against smoking.
- What effects and consequences do they mention:
 - health problems (stained teeth, bad breath, nervousness, shortness of breath, lung cancer, mouth and larynx cancer, heart problems)
 - financial consequences (amount of money spent per day),
 - social consequences (annoying smell, having to go outside to smoke)

VARIATIONS:

1. For **lower functioning** students, begin the activity with a discussion of what someone might say *to get you to smoke*. Make a list of these arguments on index cards. Then ask each students to try one of these on the class. Have the group brainstorm how they could reply to someone who tried these arguments.
2. For students **who can't write on their own**, have them dictate their letters to you or to a volunteer.
3. For students **who can't generate their own letters**, tell the group that you have found a letter that one student wrote another. (Write your own or use the one that follows.) Ask the students to identify tricks of peer pressure that are used in this letter. Have them brainstorm how they could respond.

Dear Non-smoking Friend,

Come on, you bozo, and try one cigarette. You really think one's going to kill you? What's the big deal? You're such a nerd, it slays me. One little cigarette? You just might like it, so why not try?

Everyone else is doing it or at least all the cool people. I mean you would really look bad with one of those long cigs in your mouth, Really boss. Right now you look like a total (and I mean total) wimp!! Why don't you lighten up, before you find yourself with no friends????

Your last friend on Earth,

Hal

SPIN-OFFS:

1. **Decision making:** Divide the board in two columns and write the words PRO and CON at the top. On one side, list PRO arguments from the first set of letters. Ask the students to find the appropriate CON arguments from the second set of letters that counter these PRO arguments.
2. **Other substances:** This activity could easily be adapted to focus on other gateway substances, for example, alcohol, marijuana or cocaine (depending on the students' background information).
3. **Leadership:** The students' letters could be used as the basis of speeches or posters against smoking. The arguments that are listed in step five could be reinforced with pictures or examples.
4. **Resisting Pressure:** Students could roleplay using these same arguments (both PRO and CON) in a peer encounter--where one student wants the other to try smoking.

ACTIVITY: WHY KIDS USE AND WHY THEY DON'T (2 class periods)**OBJECTIVES:**

1. To identify reasons people use drugs.
2. To identify reasons not to use drugs.
3. To examine their own resistance to drug use.

GRADE LEVEL: Orientation Grades 7--10
Skill Grades 5--6

SUBJECT AREA: Language Arts

CONSTRAINTS:

1. You will need seven students who are able to read a simple script aloud. (Six if you take the part of Dr. Good.) The word count for each of the parts is listed at the beginning of the play.
2. In order not to reinforce students' use, avoid giving roles that match what you suspect about students. Assign the roles of Dr. Good, Marv and Lou to students who may be using.

MATERIALS: Copies of the attached worksheet (playlet) for each of the students.

STEPS**Period 1**

1. Have the students start a list of reasons for using and not using drugs.

2. Read the play as a group.

3. Reflect on the play by adding reasons to the list.

CLASSROOM INSTRUCTIONS

Have each student divide a piece of paper in half and write **WHY KIDS USE** and **WHY KIDS DON'T USE** at the top of each column. Ask students to name reasons for using and not using drugs. Keep track of these on the board as well.

Hand out copies of the worksheet and assign parts. Give students a chance to read over their parts and then seat them in order from left to right.

Ask students to think about the characters in the play. Ask, *Did they have reasons for using drugs or not using drugs that are not on our list?* Push the students for additional reasons for using and not using. The final list might include the following:

WHY KIDS USE

To fit in with a group
 To seem cool.
 To make friends.
 To feel better about themselves.
 To escape.
 To forget who they are.
 To have fun.
 To have a "religious" experience.
 To seem grown up.
 To feel independent.
 Because their friends use.
 Because their parents use.
 Because they feel bad about themselves.
 Because they are bored.
 Because they don't like school.

WHY KIDS DON'T USE

To stay in shape.
 To feel good about themselves.
 To get work done.
 To be independent.
 To concentrate on something they care about.
 To stay alive.
 To obey the law.
 To stay out of trouble.
 To do well in school.
 To save money.
 Because they have people they care about.
 Because they are involved in sports or a hobby.
 Because they have strong values.
 Because they have religious beliefs.
 Because they have a strong family.

Period 2

4. Have each student rank order each of the items on their own list.

Tell the students to number the lists from most important (1) to least important (10...) Ask, *Which reason is most important to you? Put the reasons in both lists in order from most important to you to least important to you.*

5. Have each write an essay reflecting on their own strengths and weaknesses.

Tell the students to write an essay that answers the following questions:

1. What about me puts me at risk for drug use?
2. What about me keeps me from using drugs?
3. What keeps me healthy?

EVALUATION: Each student will name a strength and weakness: something that puts them at risk and something that protects them.

VARIATIONS:

1. For students who **cannot generate their own reasons**, you could provide them with the list in this activity or develop your own.
2. For students with **limited writing skills**, the last step could be done as a discussion. Students could work in dyads and report back to the larger group.

SPIN-OFFS:

1. **Language Arts:** Ask the students to imagine a movie in which the seven characters (in the play) land on a deserted island (similar to Gilligan's Island.) Have them write a story (or simple script) about what would happen to these characters on the island. (Hint: There are no drugs on the island.) Which ones would be the best survivors? Who would they want to be stranded with?
2. **Language Arts:** Have the students pick one character from the play and write a story about that person ten years from now. What are they doing? How has their life turned out?
3. **Language Arts:** Have the students pick one character from the play and write a letter to that person, offering some advice for the future.

WORKSHEET: WHY SOME KIDS USE AND WHY SOME DON'T

Cast of characters (Seated left to right):

Dr. Good, panel leader (390 words)
Olson Redding, recovering alcoholic (120 words)
Marvin Banks, football player (50 words)
Terry Alexander, recovering cocaine addict (70 words)
Manny Berger, marijuana user (40 words)
Lou Martinez, graphic artist (50 words)
Ginger McCrory, ex-cheerleader (170 words)

Scene: A TV Talk Show with panelists from Leading Light High School. The topic of today's show is **The Use of Drugs among Young People: Why some kids use and why some don't.**

Dr. Good: Good afternoon ladies and gentlemen. As you see we have a group of six teenagers here today to talk to us about drug use. Not all these teenagers have used drugs, but they've all been tempted. Today we're going to hear from them. Let's start with the person on my right, Olson Redding. Olson is a recovering alcoholic, attending support group meetings on a regular basis. Olson, tell us how this happened? What made you start using alcohol?

Olson: Well, I was fourteen and I felt really terrible about myself. School was a drag, I was a skinny kid and real shy. Alcohol let me escape all that. I'd drink until I didn't know my own name. I lost myself in drink.

Dr. Good: Did you feel better about yourself?

Olson: No, I felt drunk. You know, sick and kind of dizzy. I had trouble walking around. Pretty soon, I couldn't even get myself to school. I was failing all my classes.

Dr. Good: I see. So what made you stop drinking?

Olson: I hit bottom. I had nothing to live for. One day I woke up vomiting. I'd been thrown out of school. I had to decide, "Do I want to live?" I did. I wanted to live, even if I wasn't smart or cute or whatever. That's when I went into recovery.

Dr. Good: Thank you, Olson. Let's go to our next panelist. Marvin Banks is a football player, a wide receiver. In fact you've won a couple of important games for your team. Marv, have you ever used drugs?

Marv: Never touched the stuff.

Dr. Good: Really? Never?

Marv: Hey, I'm an athlete. I have to think about my body.

Dr. Good: But surely you've been tempted. What do you say?

Marv: I say, "Bug off." I say, "Get lost." I work hard to stay in shape. I'm the fastest guy out there, the one who hangs on to the ball. Why fool with it? For what? (*Audience applause*)

Dr. Good: So you're clean?

WORKSHEET: WHY SOME KIDS USE AND WHY SOME DON'T

Marv: One hundred per cent. (*Audience applause*)

Dr. Good: That's great. Let's move on to our next panelist. Terry Alexander is back in school after a long hospital stay. How are you doing, Terry?

Terry: Much better. Thanks.

Dr. Good: Tell us, Terry what made you start using cocaine?

Terry: Well, I never had many friends, and I met these kids, and they were all using. They told me, come on, try some, don't be such a dork. I wanted to fit in.

Dr. Good: Oh, so it was peer pressure. But what made you quit?

Terry: One of my new "friends" died from an overdose. Suddenly I saw how bad off I was. I felt bad. I couldn't think straight. I knew I could be next. I quit to stay alive.

Dr. Good: Thank you for sharing, Terry. Our next panelist is Manny Berger. Manny, I see you've been caught with marijuana in your locker. Why did you start smoking pot?

Manny: See I wanted to have some fun and I thought maybe I'd find God or something. You know, get some meaning in my life.

Dr. Good: And did that happen? Did you find some meaning?

Manny: I can't remember much to tell you the truth. Mostly I ate a lot. (*Pats his stomach*) I put on some pounds.

Dr. Good: Yes, well that will happen. Our next panelist is Lou Martinez who recently won a contest in graphic art. Lou works after school to pay for art classes. Lou have you ever been tempted to use drugs?

Lou: I have some friends who have offered me drugs, but I don't touch any of it.

Dr. Good: You probably need steady hands for your work. Is that why you don't use?

Lou: Steady hands are important, but that's not my main reason. I think it's boring really. I'm interested in something else--my art work. Drugs are just a way to waste your life. I don't want to waste mine.

Dr. Good: Good for you. We're almost out of time, and I want a chance to talk to Ginger McCrory, our last panelist. Ginger McCrory. Ginger, you have an addiction that you haven't been able to break.

Ginger: That's true. I smoke cigarettes.

Dr. Good: Ginger, you used to be a cheerleader too. What happened?

Ginger: Well, I was told that I had to stop smoking or I'd be thrown off the squad. I tried to quit but I just couldn't.

Dr. Good: How did they know you were smoking? Did you smoke at cheerleading practice or at the games?

WORKSHEET: WHY SOME KIDS USE AND WHY SOME DON'T

Ginger: Oh no, but my teeth are yellow from it, and I just couldn't keep up with the other girls. I was always out of breath. I'm really sorry I ever started.

Dr. Good: Why did you start?

Ginger: Believe it or not, I was tired of doing everything exactly right. You know I was a pom pom girl and a cheerleader and I am one of those people everyone likes. I thought that smoking cigarettes would give people a message: I'm tough.

Dr. Good: That's interesting. So you wanted to be more independent, but now you're sorry you started.

Ginger: Oh, it's terrible. I cough all the time. My boy friend won't kiss me because my breath is so rank. And I don't feel like a rebel; I feel like a slave. I'm hooked on the stuff. Even now, I'm thinking when will I have my next cigarette. (*She looks at her watch.*) Is this almost over?

Dr. Good: Yes, just hold on one minute, please. I'd like to thank our panelists. We've learned a lot about what makes people use drugs and... (*Ginger stands up.*) Ginger?

Ginger: This is so embarrassing, but I need a cigarette. (*She leaves.*)

Dr. Good: And what makes people not use drugs. Please give our remaining panelists a hand.

(APPLAUSE.)

ACTIVITY: WHY GIRLS SMOKE (2 class periods plus follow-up)**OBJECTIVES:**

1. For girls to analyze an advertisement that targets young females.
2. For girls to give a reasons why smoking is not a sign of independence.
3. For girls to generate ways to change their image that don't involve smoking.
4. For girls to examine the fallacy of cigarettes as an instrument of weight control

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

SUBJECT AREA: Personal Development, Health Education

CONSTRAINT: This activity is designed to be done with a group of girls--at a time when boys are not present. A companion activity is included in this unit called **WHY BOYS SMOKE**.

Note: This activity is based on recent research about the reasons why girls smoke (Clayton 1991). While male smoking is correlated with social insecurity, it may be the more confident and socially experienced girls who smoke. While the research is inconclusive, it does indicate a need to address female and male smoking in different ways. Unfortunately, standard smoking prevention programs appear to have been more successful with boys than with girls. Moreover, girls appear to choose to smoke at an earlier age than do boys. There is also evidence that girls see smoking as a way of controlling weight--another issue that needs to be addressed in prevention programs for young females.

MATERIALS:

1. Copies of the attached advertisement.
2. Copies of the first two worksheets: **MY IMAGE, PHOEBE'S STORY** (2 pages). (The last question on the first worksheet is discussed during the second day's activity on weight.)
3. Overhead Transparency/Worksheet #3: **FACTS ABOUT WOMEN, WEIGHT AND SMOKING**. This handout may be used both to make a transparency and as a worksheet..

STEPS**Period 1**

1. Analyze the advertisement for Virginia Slims cigarettes.
2. Have the girls identify their own values in relation to women's roles?

CLASSROOM INSTRUCTIONS

Show the girls a copy of the ad and ask them what it is trying to say about smoking. Ask, *What is the message in this advertisement? What does it say about women today?*

Ask, *Which woman would you rather be--the one hanging laundry or the one crouching in the leather jacket?* Have each girl write at least three adjectives that describe the woman she wants to be? (If they are unable to do this, see list of descriptive words in the **VARIATIONS** Section)

3. Discuss the role of smoking in becoming the woman they want to be.

Ask them if they think smoking would contribute to their becoming more independent. Ask, *What makes some girls think that smoking makes them look cool--like their own person? What is the truth about it? What are some real ways to look cool, to let people know you're tough?*

4. Have them generate real ways to become the woman they want to be.

Ask the girls to look back at the characteristics they named for themselves and ask them to brainstorm ways to become the woman they want to be. Ask, *What are some things you could do to become the person you want to be?* Distribute Worksheet #1 and ask them to complete it (either as homework or an in-class assignment).

Period 2

5. Introduce the idea that smoking will make weight control even more difficult.

Tell the girls, *Some people have a mistaken idea about smoking. They think it can help you lose weight. This isn't true. The only way to keep your weight down is to eat right and exercise. It's when people quit smoking, they sometimes gain weight if they aren't careful about what they eat.*

6. Distribute Worksheet #2.

Read aloud the short story about Phoebe and the issue of weight control. Answer the questions on the first part of the worksheet in class. Save the second part of the worksheet (Questions 6,7,8) until you have completed the following steps, discussing women, weight and smoking.

7. Discuss why quitting smoking causes some people to gain weight.

Put up the overhead transparency. Give the girls the following facts (taken from the articles that are listed in the last SPIN OFF below:)

1. **Smoking is not a way to lose weight.** The only way to lose weight is to eat less and/or to exercise more.
2. **Not everyone gains weight when they quit smoking.** Most people do not gain a significant amount of weight.
3. **People who are too thin--underweight--are most likely to gain weight. When people quit, they go back to their natural, healthy weight.** After quitting, ex-smokers weighed about the same as those who had never smoked.
4. **When people quit smoking, they have lower levels of serotonin, a brain chemical.** That causes them to want to eat more sugar. **If you are careful to avoid sugary and fatty foods, that will keep you from gaining weight.** What are other foods that you can eat instead?
5. **Sometimes when people quit one thing, they pamper themselves.** They let themselves have treats to cheer themselves up. What are non-fattening treats you could give yourself? What are treats that don't involve food?
6. **When people quit smoking, they have higher levels of insulin, which again causes them to want sweets but also to store more fat. If you exercise, this can lower the amount of insulin in your body.**
7. **Exercise is the key to keeping your body's metabolism up.** Metabolism or how fast your body burns calories goes down when people quit smoking. **Exercise can help you lose weight, even if you have never smoked.**

8. Discuss attractiveness and what it means for females.

Ask the group to list **at least twenty things** that make a girl or woman attractive to men. Give the girls the following statistic, *According to a survey by Seventeen Magazine, most (more than 78%) teenage boys prefer to date a girl who doesn't smoke. Almost no boy (1 out of a hundred) preferred a smoker.* Discuss why smoking is not attractive. What does it do to your breath, teeth, clothes?

9. Focus on the special problems of cigarettes for females.

Explain, *Most women start when they are teenagers, thinking when they get older they'll quit. But smoking is very addictive; it's more addictive than heroin. And smoking is more dangerous for women than for men.* List the special dangers of smoking for women:

1. More women die of lung cancer now than men.
2. Smoking is one cause of cancers of the breast and cervix.
3. Smoking causes osteoporosis, bone loss in women. By age 35, women who smoke have already lost bone density in their backs. This cannot be reversed.
4. Smoking causes **more lung damage in women** than in men. This shows up right away--even when you have only been smoking a little while and are still young.
5. Women get **chronic lung diseases earlier** than men--diseases such as **bronchitis and emphysema**. Once you get these diseases, they **DON'T** necessarily go away even if you quit smoking.

10. End with self-appreciation of their bodies and health.

Tell the girls, *Many girls and women never learn to like their bodies. No matter how thin or beautiful they are, they never see it. But females who feel good about themselves are more attractive. Other people can see it how they walk, move, dress--everything about them.* Ask the girls to look at their assignment from last night and ask them (if they want to) to share something they like about their bodies. Ask, *What do you like best about yourself?*

11. Ask the girls to complete the last three questions on the worksheet for homework.

After they complete these questions, go over their answers. Discuss realistic weight control strategies, including healthy diet, exercise, and appropriate expectations.

EVALUATION:

1. Each girl should name one trait or characteristic she would like to have in the future and name one healthy way she could achieve this.
2. Each girl will design a healthy routine for Phoebe.

VARIATIONS:

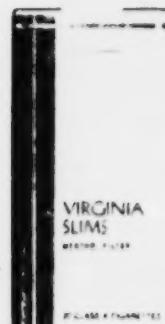
1. For students who cannot generate their own self-descriptors (Step 2), write a list of adjectives on the board that describe women and ask the girls to pick the ones that describe who they are or want to be:
tough, helpful, sexy, independent, foxy, awesome, sweet, cool, gentle, easy-going, truthful, popular, your own person, well-liked, tidy, confrontive, buxom, slinky, uppity, active, assertive, secure, friendly
2. For students who presently have a weight problem, the second part of this activity will need follow-up. Besides additional information about dieting and exercise, overweight students may need on-going support.

SPIN-OFFS:

1. **Consumer Education:** Have the group collect more ads that target women and analyze the messages these ads depict. These could include ads for clothes, cars, shoes, soap, perfume, cleaning agents, food, etc. Discuss what the message of the ad is for women: What does this ad say about the right way to be a female in our country?
2. **Health:** Ask the students to create an advertisement, aimed at females, for not-smoking. This could be an ad for a healthy life style or it could be an ad that tells the truth about the dangers of smoking.
3. **Personal Development:** Have the group find images of healthy, independent women in magazines and make a collage of these pictures. Discuss the activities these women are engaged in.
4. **Personal Development:** Form an on-going group for the girls to discuss their concerns. This could meet once a week or every other week while the girls are involved in other activities.
5. **Language Development:** The CSEDI Project has collected several articles about women and smoking that could be used as the basis of papers and simple research assignments:
 - "Why Do Girls Smoke More than Guys," by Beth Levine. *Seventeen Magazine*, Jan. 1988.
 - "Smoking Update: Why Women can't Quit," by Sally Squire, *Vogue*, Apr. 1991.
 - "Why Quitting Means Gaining," by Janice Horowitz. *Time Magazine*, March 1991. (Might confuse some students into believing that smoking will keep them thin--need to be introduced carefully, especially for problem readers.)
 - "Smoking Cessation and Severity of Weight Gain in a National Cohort" by David Williamson and others *New England Journal of Medicine*, March 1991 (Could be difficult, but includes some good tables and some important information.)

MATERIALS: WHY GIRLS SMOKE

In 1962, Mr. Lee Evans made it clear that he wore the pants in the family. But once a week, he didn't mind giving them to his wife.



The menthol with a
fresh, cool style.
Isn't that
what women
are all about?

VIRGINIA SLIMS
YOU'VE COME A LONG WAY, BABY.

15 mg "tar," 1.1 mg nicotine av. per cigarette by FTC method © Philip Morris Inc. 1990

SURGEON GENERAL'S WARNING: Quitting Smoking
Now Greatly Reduces Serious Risks to Your Health.

WORKSHEET #1: WHY GIRLS SMOKE

MY IMAGE

1. Three words (or phrases) that describe the woman I want to be?

- 1.
- 2.
- 3.

2. Eight (or more) healthy ways that I could become more like this woman?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

3. Three things that I like about myself right now. (Include at least one that is about your body.)

- 1.
- 2.
- 3.

WORKSHEET #2: WHY GIRLS SMOKE

PHOEBE'S STORY: SMOKING AND WEIGHT

Phoebe has never been happy with her weight. Her solid build was too short and stocky--not at all like the models in the magazines. By the time she turned fourteen, Phoebe was tired of dieting--she'd had enough of salads and raw broccoli. She noticed that one of the girls in her class, Marta, was a smoker. Marta was very tall and thin. It seemed to Phoebe that Marta never had to worry about her weight. She could go out for ice cream and never put on a pound. So Phoebe started bumming cigarettes from Marta. Pretty soon she bought her own packs of cigarettes.

For over a year Phoebe smoked about a pack a day. Her weight stayed about the same, but she was often out of breath. Even climbing the stairs at school she was gasping for air. Gym class was horrible. Phoebe was now the slowest runner in the group. During the winter she got a bad cold and the cough wouldn't go away. For over a month, Phoebe hacked every time she tried to lie down. Finally she made a decision: she needed to quit smoking. It hadn't helped her weight and now she felt terrible.

When Phoebe quit smoking, she gained a lot of weight. Every time she wanted a cigarette, she would give herself a treat instead, something like Twinkies or Little Debbies or a Snickers. Soon Phoebe's clothes didn't fit her anymore.

After a couple of months, Phoebe stopped gaining weight, but she couldn't take it off either. She tried dieting but her weight just stayed the same. Finally Phoebe had an idea: she decided to start smoking again.

Did Phoebe lose weight? No. Smoking didn't help her lose weight, and now she was afraid to quit again. She was afraid of what would happen: that she would put on even more weight.

So now Phoebe had two problems. Phoebe was even more overweight than before she started smoking, and smoking made her feel tired and ill.

Questions:

1. Did smoking help Phoebe lose weight?

2. Why did Phoebe stop smoking?

3. What happened to Phoebe's weight when she quit smoking?

WORKSHEET #2: WHY GIRLS SMOKE

4. Why did Phoebe start smoking again?

5. What happened to Phoebe's weight when she started smoking again?

STOP HERE AND DISCUSS SMOKING AND WEIGHT. YOUR TEACHER HAS SOME INFORMATION THAT WILL HELP YOU UNDERSTAND WHAT HAPPENED TO PHOEBE. THEN FINISH THIS WORKSHEET.

6. What are some reasons why Marta might have been tall and thin while Phoebe was not.

7. On another sheet of paper, finish Phoebe's story so that it ends like this: **Phoebe doesn't smoke anymore. She is no longer overweight either. Phoebe looks healthy and pretty. Her color is good and her clothes look right on her body. Phoebe feels good about herself.**

8. Write out one day's worth of food and exercise for Phoebe--a routine that will keep her healthy and slim. Start with when she wakes up and go all the way to bedtime, listing times, food and exercise. (HINT: Don't starve her or make her work out like a gladiator. Only suggest what you yourself would be willing to try.)

OVERHEAD TRANSPARENCY/HANDOUT: WHY GIRLS SMOKE

FACTS ABOUT WOMEN, WEIGHT AND SMOKING

Smoking and Weight

1. **Smoking is not a way to lose weight.** The only way to lose weight is to eat less and/or to exercise more.
2. **Not everyone gains weight when they quit smoking.** Most people do not gain a significant amount of weight.
3. **People who are too thin--underweight--are most likely to gain weight. When people quit, they go back to their natural, healthy weight.** After quitting, ex-smokers weighed about the same as those who had never smoked.
4. **When people quit, they have lower levels of serotonin, a brain chemical.** That causes them to want to eat more sugar. **If you are careful to avoid sugary and fatty foods, that will keep you from gaining weight.** What are other foods that you can eat instead?
5. **Sometimes when people quit one thing, they pamper themselves.** They let themselves have treats to cheer themselves up. What are non-fattening treats you could give yourself? What are treats that don't involve food?
6. **When people quit they have higher levels of insulin, which again causes them to want sweets but also to store more fat. If you exercise, this can lower the amount of insulin in your body.**
7. **Exercise is the key to keeping your body's metabolism up.** Metabolism or how fast your body burns calories goes down when people quit smoking. **Exercise can help you lose weight, even if you have never smoked.**

Women and Smoking

1. **More women die of lung cancer now than men.**
2. **Smoking is one cause of cancers of the breast and cervix.**
3. **Smoking causes osteoporosis, bone loss in women.** By age 35, women who smoke have already lost bone density in their backs. This cannot be reversed.
4. **Smoking causes more lung damage in women than in men.** This shows up right away--even when you have only been smoking a little while and are still young.
5. **Women get chronic lung diseases earlier than men--diseases such as bronchitis and emphysema.** Once you get these diseases they don't necessarily go away even if you quit smoking.

ACTIVITY: WHY BOYS SMOKE (2 class periods plus follow-up)**OBJECTIVES:**

1. For boys to analyze an advertisement that targets young males.
2. For boys to generate ways to change their image that don't involve smoking.
3. For boys to examine ways to feel comfortable in social situations without smoking.
4. For boys to practice interacting with girls through a structured assignment.

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

SUBJECT AREA: Personal Development, Health Education

CONSTRAINT: This activity is designed to be done with a group of boys--at a time when girls are not present. A companion activity is included in this unit called **WHY GIRLS SMOKE**.

Note: This activity is based on recent research examining the differences in why boys and girls choose to smoke (Clayton 1991). Boys appear more likely to smoke to relieve social nervousness--to give them something to do with their hands. Male smoking is correlated with social insecurity and depression, while female smoking may be more of a statement of the girl's confidence and independence. While the research is at this point inconclusive, it does indicate a need to address female and male smoking in different ways. Standard smoking prevention programs, focusing on social skills and self-esteem, appear to be more successful with boys than with girls.

MATERIALS:

1. Copies of the attached advertisement.
2. Copies of the three attached worksheets: MY IMAGE, ARNOLD'S STORY, and INTERVIEW FORM.

STEPS**Period 1**

1. Analyze the advertisement for Camels.

2. Discuss the image of smokers.

CLASSROOM INSTRUCTIONS

Ask the boys, *What kind of situation is shown in this ad? What is the ad saying about smokers? What kind of guys are these? How do these guys feel about each other?* Ask the group to list the characteristics of these guys.

Explain, *Some boys start smoking because they want to have a certain image--to see themselves a certain way.* Discuss the characteristics that you've listed on the board and ask the group, *Which of these do you want to be? Which of these are good things for a guy to be?*

3. Give the group some real facts about boys who smoke.

Explain that most boys who start smoking are insecure--they don't feel good about themselves. They think smoking will make them look older. Ask the group, *Does smoking make you more mature? Does it change how you feel about yourself?*

4. Have each student write three sentences that describe a cool guy (boss dude, etc).

Distribute Worksheet #1. Ask, *What do cool guys do? How do they get along with girls? How do they speak? What do they look like? How do they move?*

5. Discuss the role of smoking in becoming a cool guy (boss dude, etc).

Ask the boys if they think smoking would contribute to doing any of the things they have described. Go through them one at a time and ask, *Would smoking help you do this? Would smoking help you dance better? Talk to girls better? Play ball better?*

6. Have them generate real ways to become the guy they want to be.

Ask the boys to look at the sentences they wrote and to think of some **healthy ways** to become more like this. Ask them to list at least ten steps they might take to become more like this ideal person.

Period 2

7. Read the story about Arnold and smoking.

Answer the questions and discuss what happened. Discuss whether Arnold's encounter with Martha seemed realistic?

8. Discuss the issue of talking to girls.

Ask, *What's different about talking to girls? What makes it tricky? Why do guys get nervous?*

9. Suggest strategies for conversation.

Go over some low risk strategies for talking to a girl.

Strategy 1: Ask about school work. If she's in your class, ask her if she's finished her paper yet. Ask if she understood the math assignment or if she wrote it down.

Strategy 2: Compliment her on something. If she says thank you, tell her you meant it. If nothing more comes to you, just smile and say "See you later."

Strategy 3: Ask her about something you know about her. Show interest in what she tells you. Then tell her something about you.

10. Brainstorm props that might help.

Discuss some things that you can hold in your hand or do while you are talking, for instance, write, fiddle with a pen, jingling loose change in your pocket, softening up a baseball mitt, holding open a door (for the girl), etc.

11. Give the boys a homework assignment.

Distribute Worksheet #3. Ask them to find a girl--any girl except a relative--and to ask them the questions. Tell them this is just for practice--*You don't need to find the love of your life.. But you must fill it out yourselves--not hand it to the girl to fill out. Plus that will give you something to do with your hands.*

Suggest, Tell the girl that you have a questionnaire about what girls' interests are. Explain that it's a class assignment. Ask if she has a few minutes to answer a few questions.

11. Discuss what to do with the information.

After the boys turn in the assignment, discuss follow-up questions. Talk about timing. Ask, *Why does it help to know a few things that girls like and don't like.*

EVALUATION:

1. Each boy should name one characteristic that he would like to have in the future and to name one healthy way he could achieve this.
2. Each boy should talk to a girl in order to gather information about her interests.

VARIATIONS:

1. (Optional: You may need parental permission for this step.) For more sophisticated students, you might discuss the representation of the camels in the ad. Some black groups have found these ads offensive; perhaps because of the camels are dressed like members of a blues band. In addition, some people have pointed out that the faces of the camels are phallic-looking. If you have parental permission to discuss issues of this nature, you might add the following questions:
 What do the faces of the camels look like?
 Do you think the company is trying to say something about men by picking these animals?
 What about the slogan, "The Hard Pack?" What does that mean?
 Camels are sometimes thought of as a macho brand of cigarettes. How does this ad get across this idea?
2. For boys who are socially immature or very shy, allow them to give the survey to a younger girl. They may also do this interview over the phone.
3. For boys who cannot handle an independent assignment, have them interview one of the girls in your class. Both the boys and the girls could interview each other and then compare notes.
4. For boys who cannot write the results themselves, have them record the interview with the girl on a tape recorder.

SPIN-OFFS:

1. **Consumer Education:** Have the group collect more ads that target men and analyze the messages these ads depict. These could include ads for clothes, shoes, cars, perfume, soap, etc. Discuss what the message of the ad is for men: What does this ad say about the right way to be a male in our country?
2. **Health:** Ask the students to create an advertisement, aimed at females, for not-smoking. This could be an ad for a healthy life style or it could be an ad that tells the truth about the dangers of smoking.
3. **Social Skills:** Follow-up the questionnaire with more strategies and practice in conversation skills. See the activity in the Alternatives Section, called **MAKING CONVERSATION**.
4. **Personal Development:** Form an on-going group for the boys to discuss their concerns. This could meet once a week or every other week while the girls are involved in other activities.
5. **Language Arts:** Have the boys find a number of girls to give the survey as well as a number of boys. Collect the information into a chart: **What Girls Like and What Boys Like**. This could be the basis of an essay assignment: Compare and contrast the interests of boys and girls your age.

MATERIALS: WHY BOYS SMOKE

THE HARD PAKE



SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.

322

BEST COPY AVAILABLE

323

WORKSHEET #1: WHY BOYS SMOKE

MY IMAGE

1. Three words (or phrases) that describe the guy I want to be?

1.

2.

3.

2. Eight (or more) healthy ways I could become more like this guy?

1.

2.

3.

4.

5.

6.

7.

8.

3. Three things I like about myself right now. (Include at least one that is about your physical self--physique, face, strength, etc.)

1.

2.

3.

WORKSHEET #2: WHY BOYS SMOKE

ARNOLD'S STORY: SMOKING AND GIRLS

Arnold was a thin guy, not real big for his age, and he was kind of shy. He liked to hang out with the guys, but he often didn't know what to do with his hands. Plus when the guys would talk about being out with girls, what could Arnold say? He had never been out with a girl.

Most of Arnold's friends didn't smoke, but one really tough guy named Peter was a smoker. Peter had a good build, and the girls really went for him. Peter would slouch around smoking a cigarette, while one of his girl friends pressed against him. Arnold made up his mind: he wanted to be like Peter.

Arnold practiced his walk. He stood in front of the mirror and slouched just like Peter. He bummed a couple of cigarettes and held them between two fingers. Then one day, he lit one. It tasted bad and he felt sick, but he stuck with it. He smoked one or two everyday and pretty soon he was smoking around his friends. At first they made fun of him, "What are you doing, Arnold? Trying to be a real he-man."

But Arnold kept smoking. It gave him something to do with his hands and when he didn't have something to say, he would just take a drag on his cigarette.

The bad news was that Arnold felt sick a lot. He was never great in gym and now he was the worst. He was tired and nervous at the same time. The smoking ruined his appetite and instead of being thin, he started to look really puny.

But Arnold kept smoking. He even bought a Bears' jacket, just like Peter had. One day he tried out his act on a real live girl. Her name was Martha and she was short and cute. This could work, Arnold thought. He strolled up to her, using the slouch he'd been practicing.

"Hey, Martha," he said. "I've been watching you."

"What do you mean?" she said, but she smiled.

"I mean, uh, well, you're kind of cute."

"Oh yeah," she said, smiling and gave him one of those long girl looks. That was too much for Arnold. He lost it. What should he say now? He took out a cigarette and put it in his mouth and lit it.

"You smoke?" she said and made a face.

"Yeah, what of it?" Arnold said.

"Well, it stinks," Martha said. "And you look pretty silly."

Arnold didn't know what to say to that. Peter smoked and the girls liked him. So he just puffed away, trying to look tough. Fanning her face, Martha walked away.

"Hey, I'll quit," he called after her.

"Let me know when you do," she said and went into her class.

Questions:

Why did Arnold start smoking?

What effects did smoking have on Arnold?

How could Arnold feel more comfortable around girls without smoking?

WORKSHEET #3: WHY BOYS SMOKE

INTERVIEW FORM

Ask a girl the following questions. As she answers you, write down the information on this form.

1. What is your name?
2. What's your favorite TV show?
3. What's your favorite music group?
4. What movies have you been to in the last few months?
5. What's your favorite food?
6. What pets does your family have? (If none, what would you like to have?)
7. What do you hate the most about school?
8. What do you like the most about school?
9. What bugs you the most about boys?
10. What do you like the most about boys?

ACTIVITY: ADVERTISING TACTICS (approximately 2 class periods)**OBJECTIVES:**

1. To identify the tactics advertisers use in a print ad.
2. To design a more truthful ad.

GRADE LEVEL: Orientation Grades 8--12
Skill Grades 5--6

SUBJECT AREA: Consumer Education, Personal Development, Language Arts.

CONSTRAINTS:

1. As with any activity examining ads, students may need to be led through the process of uncovering tactics. Advertisements are the product of research, money and effort by sophisticated industries. Special education students may have bought the message without considering the source.
2. This particular activity focuses on the agencies behind the ad, a concept that might be too difficult for some students. The activity, GET THE MESSAGE, also included in this unit, is somewhat easier.

MATERIALS:

1. The Overhead Transparency entitled TACTICS: THE WAYS THEY GET YOU.
2. Tobacco and Alcohol ads collected by the students or yourself.
3. Copies of the Worksheet: TACTICS: HOW THEY GET YOU.
4. Tracing paper, markers, scissors, glue, etc. for redesigning the ads.

STEPS**Period 1**

1. Collect ads from magazines and newspapers.

2. Ask each student to select one ad they find appealing.

3. Ask the students to examine the use of models in the ad.

CLASSROOM INSTRUCTIONS

Ask each student to bring in a publication that they normally read or look through on a regular basis, including sports and fashion magazines. Give each student a publication and have them tear out advertisements for recreational drugs, including the following:

- nicotine products such as cigarettes, snuff and chewing tobacco
- alcoholic products such as wine, beer, and liquor

Ask the students to select an ad they would stop and look at. Explain, *Companies hire advertising agencies which spend millions of dollars to figure out how to convince you to buy something. The ads on TV are more expensive per minute than the programs are. The ads in magazines are also very clever.*

Ask the students to look at the people in the ads. Ask, *Who do they photograph with the product?* Put up the overhead, TACTICS: HOW THEY GET YOU. Uncover the first set of tactics:

IDENTIFICATION TACTICS

1. FAMOUS PEOPLE: The ad uses some one well known to testify about the product, for example Nike pays Michael Jordan to advertise their sneakers. Ask, *Why do they do this?*

2. THIS COULD BE YOU: The ad shows someone they think you will identify with. The idea is if you use this product, this will be you. Some traits they portray:

--**Popularity:** The person in the ad is good looking and has friends around.

--**Independence:** The people in the ad are tough, out on their own, know their own minds.

--**Health:** Even people in cigarette and alcohol ads look like they just came from their aerobics class. The truth is they might have. The models aren't necessarily smokers or drinkers.

--**Cute beyond belief:** The advertisers spend a lot of time finding the right face, body and clothing to sell their product.

3. EVERYONE IS DOING IT: The ad shows a lot of people or tries to give you the idea that **everyone is doing it**. This is also called "Jumping on the Bandwagon."

4. JUST US PLAIN FOLKS: The ad shows a regular looking person who doesn't seem like they've been paid or coached to give their opinion.

4. Discuss how the ad presents **information** about the product.

Ask the students to state what the advertisement tells them about the product: *What information is there? What is the advertiser trying to tell you?*

Uncover the second set of tactics and talk about how they might be misleading:

INFORMATION TACTICS

5. STATISTICS: Ads use numbers to make their claims sound convincing. Often these numbers are carefully selected. Explain, *When they ask people questions about the product, they spend a lot of time thinking about how to put the question to get the right answer.*

6. STACKING THE CARDS: The ad is careful to only show and tell you so much about the product. Ask, *When you see people chewing tobacco, do you see them spitting it out?*

5. Discuss ways in which advertisers work toward "product recognition."

Ask the students to turn the ads over and to tell what if any phrases stay in their minds. Ask them to name the product in the ad and to describe the packaging. Discuss how the ad attempts to do this with (7) **CATCHY PHRASES.**

6. Talk about ways in which the advertisements appeal to our senses.

Advertisers spend a lot of time thinking about where to put information. They like to (8) **PLAY WITH OUR EYES**. People tend to look toward the center of the page first, and the advertiser tries to lead your eye where they want it to go. Ask, *Where do cigarette advertisers place the warning they are required to use?*

Ask if they found their ad entertaining: discuss how (9) **HUMOR** is used in TV ads and how it makes them feel about a product. Also discuss the technique of showing (10) **NICE SCENARY**--a place we would like to be.

7. Have the students mark their ads in pencil.

Have each student label all the tactics they can find on their advertisement. Ask them if there are other ways in which this ad tries to convince them besides the ones mentioned. Tell them not to deface the ads quite yet; that will be their task for tomorrow.

Period 2

8. Discuss why some ads are more misleading than others.

Ask the students why advertisements for alcohol and nicotine are more likely to be misleading than an advertisement for a can of chili. Explain that when a product is actually bad for you, that makes the job of the advertiser more difficult. Explain, *Instead of facts, they have to use some of the tactics we discussed yesterday.*

9. Ask the students to rewrite their ads.

Give the students tracing paper, scissors and glue and ask them to make an ad that tells the whole truth about the product. Ask them to make a list of what needs to be said in the ad for it to be truthful. Discuss ways to change the picture or arrangement to make it less misleading to the reader. Encourage them to use humor.

10. Display and discuss the revised ads.

Give students an opportunity to share how they changed their ads with their classmates. Discuss the new message and how much more truthful it is. If possible, make a bulletin board display of these truthful ads.

EVALUATION:

1. Each student should label at least two advertising tactics.
2. Each student should rewrite and redesign an advertisement for nicotine and alcohol in a way that makes it more truthful.

VARIATION: For lower functioning students, another activity is included in this unit, **GET THE MESSAGE**, which also examines advertising.

SPIN-OFFS:

1. **Consumer Education:** Have the students examine advertisements for other kinds of products, including over the counter drugs and discuss the tactics being used.
2. **Healthy Alternatives:** Ask students to use these same tactics in creating an advertisement for a healthy alternative to alcohol or other drug use. See the activity included in this curriculum under the Healthy Alternatives unit, entitled: **ALTERNATIVES AD CAMPAIGN.**
3. **Personal Development:** Two additional activities are included to assist boy and girls in examining advertising that is specifically aimed at them. These activities, **WHY GIRLS SMOKE** and **WHY BOYS SMOKE**, are intended to be used with small groups of either girls and boys. Both activities begin with looking at cigarette ads aimed at young women and young men.
4. **Language Arts:** This activity could lead into an exploration of how big business pushes drugs through bill board advertising. Students could do simple research to prepare for a debate or essay. See the activities in the **INFORMATION** Unit of the **PRISE Curriculum: RESEARCH: THE EFFECTS OF DRUGS and ARGUMENTATION.**

OVERHEAD TRANSPARENCY: ADVERTISING TACTICS

TACTICS: HOW THEY GET YOU

IDENTIFICATION TACTICS

- 1. USE OF FAMOUS PEOPLE**
- 2. THIS COULD BE YOU IDEA**
 - Popularity**
 - Independence**
 - Health**
 - Cute beyond belief**
- 3. EVERYONE IS DOING IT IDEA**
- 4. JUST US PLAIN FOLKS IDEA**

INFORMATION TACTICS

- 5. USE OF STATISTICS**
- 6. STACKING THE CARDS**
- 7. CATCHY PHRASES**

SENSORY TACTICS

- 8. PLAYING WITH YOUR EYES**
- 9. USE OF HUMOR**
- 10. NICE SCENARY**

WORKSHEET: ADVERTISING TACTICS

TACTICS: HOW THEY GET YOU

IDENTIFICATION TACTICS

1. **FAMOUS PEOPLE:** A well-known (for example Michael Jordan) testifies about the product.
2. **THIS COULD BE YOU:** The ad shows someone with one or more of following traits:
 - Popularity:** The person in the ad is good looking and has friends around.
 - Independence:** The people in the ad are tough, out on their own, know their own minds.
 - Health:** Even people in cigarette and alcohol ads look like they just came from their aerobics class. The truth is, they might have. The models aren't necessarily smokers or drinkers.
 - Cute beyond belief:** The advertisers spend a lot of time finding the right face, body and clothing to sell their product.
3. **EVERYONE IS DOING IT:** The ad shows a lot of people or tries to give you the idea that **everyone is doing it**. This is also called "Jumping on the Bandwagon."
4. **JUST US PLAIN FOLKS:** The ad shows a regular looking person who doesn't seem like they've been paid or coached to give their opinion.

INFORMATION TACTICS

5. **STATISTICS:** Ads try to use numbers to make their claims sound convincing. Often these numbers are carefully selected.
6. **STACKING THE CARDS:** The ad is careful to only show and tell you so much about the product.
7. **CATCHY PHRASES:** Slogans or catch phrases to make us remember what to buy

SENSORY TACTICS

8. **PLAYING WITH YOUR EYES:** Advertisers spend a lot of time thinking about where to put information. People tend to look toward the center of the page first, and the advertiser tries to lead your eye where they want it to go.
9. **HUMOR:** Ads use humor to make us feel favorably toward a product.
10. **NICE SCENARY:** The ad shows us a clean, natural environment.

UNIT FIVE NURTURING RELATIONSHIPS

Objective 5.0: Students will increase time spent in nurturing relationships, particularly those with strong adult role models.

WHY THIS IS IMPORTANT

Relationships with adults is one of the most critical factors for children who manage to overcome difficult beginnings. This is even more true when the child's own mother and/or father have significant problems which interfere with their ability to parent, for instance mental illness or drug addiction. As is mentioned in Unit One, resilient children often develop important relationships with other adults--for instance grandparents, teachers, ministers, counsellors, or friends of the family. Often it is these relationships that make the difference as to which siblings succumb to the family's problems and which ones grow up to be healthy, functioning adults.

For a number of reasons, an increasing number of children are growing up without any strong relationships with adults. Moreover, the age at which many children turn to each other for "modeling, skill building and rewards" is dropping (Blick 1991). According to a recent study by Gardner, "a clear majority of children indicate that the most influential people in their lives are same-age peers." Moreover, this reliance on same age peers is occurring at younger ages each year.

In response to this trend, this unit attempts to forge bonds between the student and healthy, caring adults in his or her life. Much of the responsibility is put on the students to take the initiative in finding adults with whom they want to strengthen connections. The number of activities in this unit is still small at this point and what's here is mostly brand new (as opposed to adapted). We are looking for other ways in which to hook kids up with the adults they need.

Unfortunately, for many students, the adults in their homes and communities do not have the wherewithal to form nurturing relationships with them on a long term basis. Because so many alcohol and other drug related problems are cross generational, some activities and materials to be included in this unit will be aimed at students presently living with drug-involved parents. Students need to recognize the substance abuse problems in their own families and learn ways to protect themselves.

Many students have no real life (not movie or sports stars) adult role models other than teachers (and other school personnel). While none of us is a perfect model of health, we also have strengths that may be severely lacking in the child's home life. It is not the school's function to become a source of long term bonds for students, yet teachers often do take on this role for at least a handful of students. What's most important is that we care about the individual--value the student and are willing to spend time with him or her.

UNIT 5: RELATIONSHIPS

Over and over again, we hear how important self-esteem is to students, especially in terms of their long-term resistance to self-destructive behaviors such as alcohol and other drug use. In response to this, many prevention curricula have included activities to promote self-esteem, and many of these are good activities to use. However, as we know, self-esteem is not easy to impact with a few "feel-good" activities. Research into self-esteem development has pinpointed several critical factors in impacting self-esteem (Gurney 1987). Two of these are directly related to the amount of contact between students and adults: (a) teacher attention to students, including interacting with students in order to give remedial instruction and (b) teachers' knowledge about students' backgrounds and progress--including both negative and positive information.

Even if you do not foresee an on-going relationship with a particular student, you can have an impact on his or her life. One purpose of this introductory section is to assist educators in relating to students in a nurturing way. Many of the techniques listed below are from a book, *Building Self-Esteem in Children*, written by a teacher/therapist who tutored students with learning problems (Berne and Savary 1990):

SOME GUIDELINES FOR BUILDING NURTURING RELATIONSHIPS:

1. Be available. Time and attention are the important factors here: full attention to the student while they are learning or talking. Long stretches of full attention are not usually possible in the classroom setting, but even small doses--five minutes--can get the message across to the child: "*You are important to me.*" When interruptions come (which they always will), excuse yourself and try to tell the student when you will be able to focus on him or her once more.

2. Remember names and important facts about the child. One of the ways in which you let students know you are really interested in them is by remembering the important details of their lives: especially the names of people in their families, friends, and pets. Students feel special when you can recall the ages of their siblings, the kinds of pets they have, or where they resided before they arrived at your school. These facts can help you understand the child better and also give the child the sense that they "live" in your thoughts even when they are not present.

3. Take extra care or preparation. Bringing in a special book or an object for a child gives the message that they are important to you. Many children with low self-esteem live in families where adult attention is on their own survival (or on locating drugs). Preparing something special is another way to give the message that the student is thought of at other times. Some examples: When you are reading the paper, you might see an article about a musician you know the student likes and you tear it out. Or you know a student is interested in Kung Fu and you bring in a book about it.

4. Show interest in a non-threatening way. If you are willing to deepen your relationship with a student, give the child opportunities to share with you. Begin with non-threatening areas such as hobbies, pets, sports, favorite colors, foods, etc. Direct questions about traumatic events are not always

UNIT 5: RELATIONSHIPS

helpful. Instead you might express concern very casually, for example, "I'm sorry to hear about your mom being in the hospital. I hope she's feeling better." This acknowledges the situation and lets the student know they can talk about it if they like.

5. Follow-up on the student's cues. Often when students are very concerned about something, they will engage in behaviors that strike us as odd. For example, drawing pictures of naked men or women might be a sign of concern over their changing bodies. Jokes are another sign--joking about alcohol and other drug use, for instance. Give students opportunities to talk by asking them carefully formulated questions--questions designed not to challenge or embarrass them. The author gives the following example: "Is there something about women's bodies that you're especially interested in?" Avoid questions that start with why, for example avoid asking, "Why do you keep bringing up drinking? Are you thinking of trying it?" Instead you might try, something indirect: "Drinking can really be a confusing topic. Sometimes it helps to talk it out."

NOTE: Students need to know the limits of your role and they need to know your rules about what information you will need to pass on to other professionals. This is particularly true in regard to your policy on information about student alcohol and other drug use.

6. Recognize desperation without reacting. Often the most needy students will engage in behaviors that actually push us away. Examples include attempts to manipulate other people and unrelenting pleas for attention. Rather than give them the attention they so desperately need, we may react negatively to their behaviors. Often these students need to be taught appropriate ways to gain our attention and to meet their own needs. They need to learn ways to connect with adults in positive, sincere, and healthy ways. Several activities in this unit focus on ways to get positive attention--skills often sorely lacking in students who are not successful at school work.

SUMMARY OF PRISE ACTIVITIES UNIT 5: NURTURING RELATIONSHIPS

1. ACTIVITY: MAPPING MY CONNECTIONS

GRADE LEVEL: Orientation Grades K--4
Skill Grades K--1

TIME FRAME: 3 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students make maps of the people in their lives, including 1) people who love them, 2) people who think good things about them, and 3) people they see nearly everyday. These are then arranged according to closeness to the students who are each at the center of their maps. Follow-up includes a display or the presentation of student-made plaques.

UNIT 5: RELATIONSHIPS

2. ACTIVITY: GETTING POSITIVE ATTENTION

GRADE LEVEL: Orientation Grades 2--4
Skill Grades 1--2

TIME FRAME: 3 class periods

SUBJECT AREA: Personal Development, Language Arts

SUMMARY: Many attention hungry students have limited skills in getting any but the most negative attention. Students participate in a game to examine ways to get positive attention. Students brainstorm ways to seek positive attention from both teachers and parents and practice these strategies

3. ACTIVITY: WHERE I HALE FROM

GRADE LEVEL: Orientation Grades 4--8
Skill Grades 3--5 (see variations)

TIME FRAME: 2 to 3 class periods

SUBJECT AREA: Language Arts

SUMMARY: Students identify their ancestors and imagine or recall experiences these persons may have had and the positive characteristics they possessed. The students may draw pictures or write stories which later are shared with the rest of the group. Several spin-offs involve parents.

4. ACTIVITY: FAN LETTER TO AN ADULT

GRADE LEVEL: Orientation Grades 5--9
Skill Grades 4--5

TIME FRAME: 2 class periods

SUBJECT AREA: Language Arts

SUMMARY: Students identify an adult whom they admire and list characteristics of this person as well as situations in which this person is valuable to them. They then write and send a letter to this adult.

5. ACTIVITY: SHARING PERSONAL INFORMATION

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 4--5

TIME FRAME: 1 class period

SUBJECT AREA: Personal Development

SUMMARY: The students select persons in their lives with whom they would share particular information. Students discuss the advantages and pitfalls in sharing private and emotional information. Spin-offs include journal writing and peer counseling for selected students.

6. ACTIVITY: ESSAY: A SIGNIFICANT PERSON

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 6--7

TIME FRAME: 2--3 class periods

SUBJECT AREA: Language Arts

SUMMARY: The students draw a map of the people in their lives and select someone who is a significant person about whom to write. Using a worksheet they describe this person and how this person has influenced them. Essays are then written from this outline and shared with the group.

UNIT 5: RELATIONSHIPS

7. ACTIVITY: ENABLING AND EMPOWERING

GRADE LEVEL: Orientation Grades 9--12

Skill Grades 5--6

TIME FRAME: 3 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students learn to differentiate enabling from empowering and apply this information to a number of situations through both worksheets and roleplaying. They also examine the limitations of their own power to change the behavior of another person.

8. ACTIVITY: CHILDREN OF ALCOHOLICS: CROSS AGE FILM PRESENTATION

GRADE LEVEL: Orientation Grades 9--12

Skill Grades 6--7

TIME FRAME: 2 or 3 class periods

SUBJECT AREA: Language Arts, Leadership Skills

SUMMARY: Students watch a cartoon, "Twee, Fiddle and Huff" about living in an alcoholic family and plan how to present this film to younger children. The cartoon, while cute, involves a sophisticated (but accessible) metaphor that the older students will need to introduce to the younger ones.

ACTIVITY: MAPPING MY CONNECTIONS (3 class periods)**OBJECTIVES:**

1. To identify people who are close to them.
2. To identify who they would turn to with a problem.

GRADE LEVEL: Orientation Grade K--4
Skill Grade K--1

SUBJECT AREA: Personal Development

CONSTRAINTS: Students will need to be aware of the names of people in their own lives. While you can help them write these names, they will need to be able to read them independently in order to complete the activity.

MATERIALS:

1. Outlines of hearts, stars, and circles for each child. You will probably need more circles than the other shapes.
2. Scissors for each child.
3. Large pieces of construction paper.
4. Paste
5. A model of the assignment which you have completed for yourself.
6. An envelope for each child.

STEPS**Period 1**

1. Explain what you will be working on: a picture of the people in their lives.

2. Show the students a model of what they will be making.

3. Ask each student to name at least one person who loves them.

CLASSROOM INSTRUCTIONS

Talk about the fact that we all have people who are important to us: people who care about us and whom we care about. Tell the students that today they will be making a picture of how some of these people fit in their lives.

Hold up a picture of your world. At the middle should be a simple drawing of yourself with the people in your world positioned around you. Print their names on hearts, stars or circles depending on their relationships with you. Talk about how you decided to place these people around you--depending on how close you felt to them.

Ask, *Who really cares about you? Who is someone who wants the best for you?* Give the students the outlines of the hearts and have them cut these out and write the names (with help perhaps) on individual hearts. After they are finished, have each student share one of these names with the group.

4. Ask each student to name at least one person who says good things about them.

Ask, *Who is someone who says good things about you and what do they say?* Have the students name these people aloud before they write them on the cut out stars. (If students cannot think of someone who says good things, ask them who smiles at them or who does things for them.)

5. Ask the students to name at least five people whom they like to spend time with.

Have the students cut out circles and write the names of these people on the circles. Follow-up questions include: *Who do you eat lunch with? Who do you hang out with on the playground? Who do you choose to sit near on the bus? Who do you watch TV with?* After the students have completed all their shapes, have them put these in an envelope with their name on it.

Period 2

6. Have each student represent themselves on their maps.

Give each student a large piece of paper and have them write their name in the middle of the paper. Tell them, *You are going to make a picture of your world on this paper. Write your name in the middle of your paper and then draw a little picture of yourself above your name.*

7. Have students arrange the people in their lives around themselves.

Have the students place all the shapes on their maps before they paste any down. Discuss how to decide where to place the people. Ask, *Who do you feel closest to? Find their shape first and put them right next to you.* If students have trouble, ask them to consider only two people at once. Ask, *Do you feel closer to this person or to this one?*

Period 3

8. Have the students present their maps to the group.

Ask each student to stand up and tell the class about their map. Ask, *Tell us about the people in your world?* Follow-up questions include

What are some things these people do for you?

What are some things you do for these people?

What are some things you like to do when you are with these people?

9. Discuss who on their maps they could talk to if they had a problem.

Ask each child to identify the person in their world who they could go to with a serious problem. Ask, *What if you had a problem, who would you talk to? What kinds of problems would you talk to them about? Have you ever done this in the past?* Ask the students to identify problems that they have sought help for; for instance, being afraid at night, having a fight at school, being worried about something.

EVALUATION: Each student should be able to position at least five people on their maps and to identify one of these as someone they could go to with a problem.

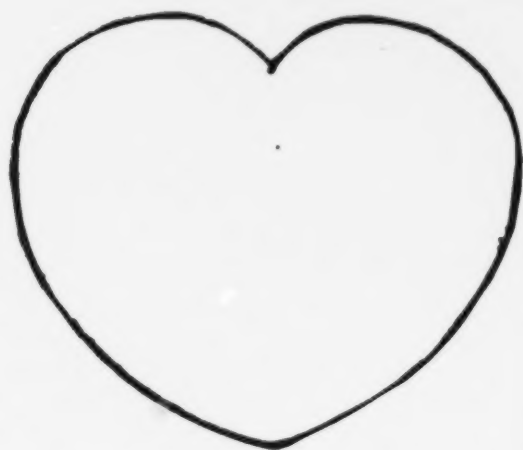
VARIATIONS:

1. For students who **cannot cut with a scissors**, you may need to cut out the shapes or have them glue on small squares with the shapes inside them. You may photocopy each page of outlines on different color mimeo paper.
2. For students who **cannot read the names** of the people in their lives, they could draw small pictures on the shapes or directly on the maps themselves.

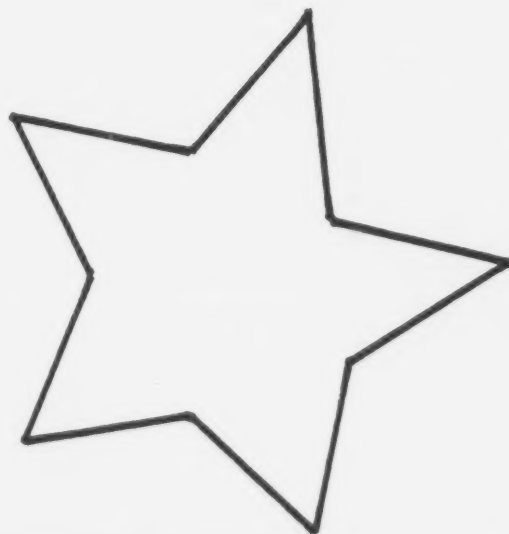
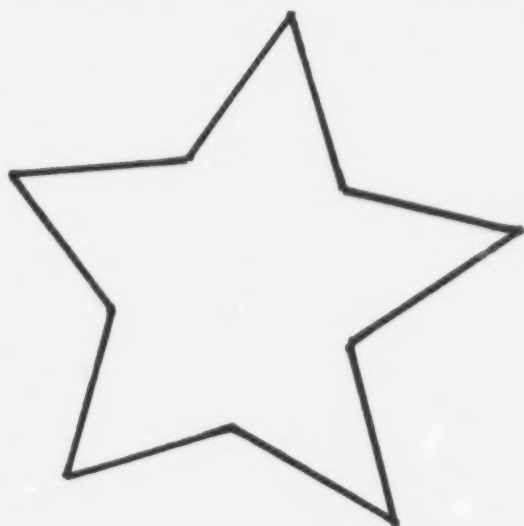
SPIN-OFFS:

1. **Personal Development/Art:** Students could draw pictures or bring in photographs of some of the central people on their maps. Give each child a section of bulletin board spaces in which to display these people.
2. **Art:** Students could make plaques out of clay for the people in their lives. The inscription could describe what this important person does for the student. Example: *For Joann who makes me cupcakes and tells me good things about myself.*
3. **Personal Development:** Plan an awards ceremony to present these plaques to important people in the student's lives. The students could send invitations and help prepare refreshments. Parents could assist in this activity.

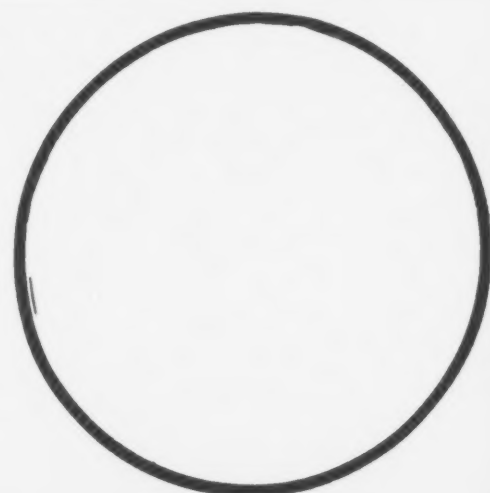
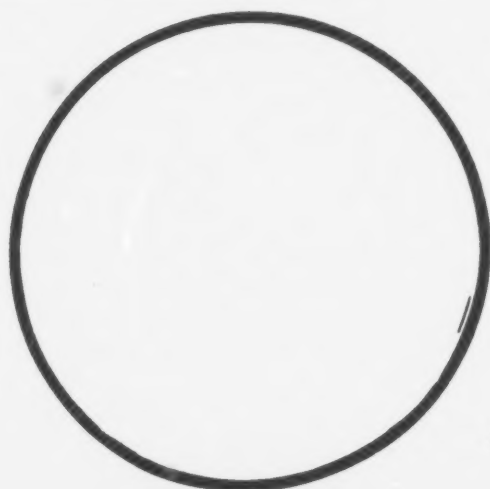
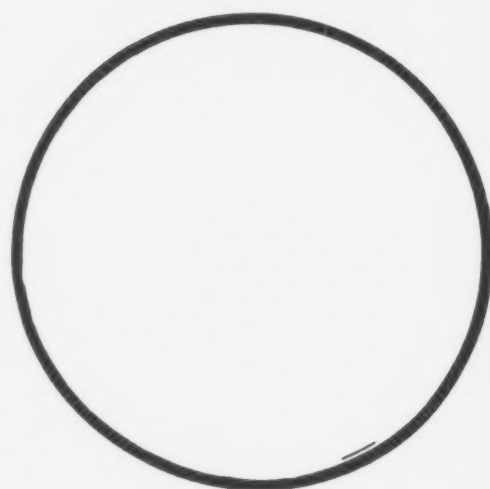
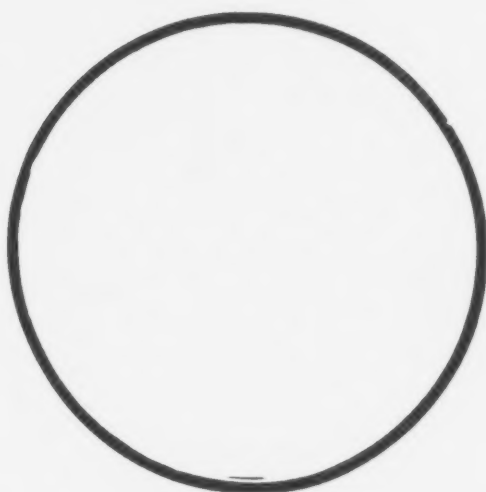
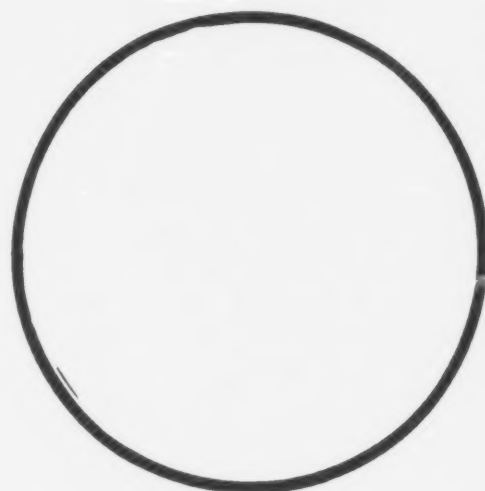
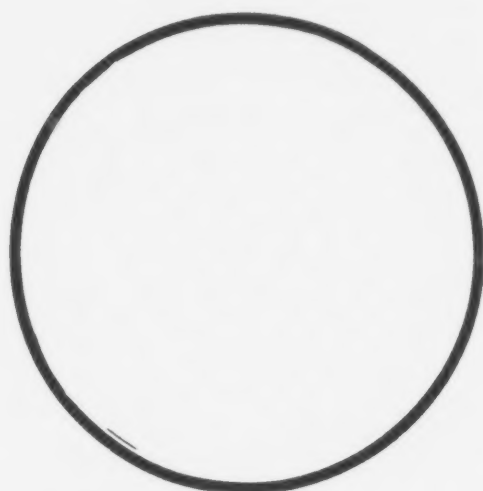
MATERIALS: MAPPING MY CONNECTIONS



MATERIALS: MAPPING MY CONNECTIONS



MATERIALS: MAPPING MY CONNECTIONS



ACTIVITY: GETTING POSITIVE ATTENTION (2 class periods plus follow-up)

OBJECTIVES: To name ways to get positive attention from adults, including both teachers and parents.

GRADE LEVEL: Orientation Grades 2-4
Skill Grades 1-2

SUBJECT AREA: Language Arts, Personal Development

CONSTRAINTS: This activity is only a beginning. Many special education students need much more instruction and practice in social skills. Several social skills curricula have been successful with our students, including *Skill-Streaming the Elementary School Child; A Guide for Teaching ProSocial Skills* by Ellen McGinnis and Arnold Goldstein which may be borrowed from the CSEDI Project (255-6350) or purchased through the publisher, Research Press in Champaign, IL.

MATERIALS:

1. Chalkboard
2. Copies of the attached page of happy and sad faces. (You will probably need more frowny faces.) Cut these apart and sort into separate envelopes.
3. Timer

STEPS**Period 1**

1. Discuss positive and negative attention.

2. Give the directions for The Attention Game.

3. Play the game for one round.

CLASSROOM INSTRUCTIONS

On the chalkboard, draw a large smiling (happy) face and a large frowning (sad) face (leaving room next to each for later lists). Ask, *What are some things that you like the teacher to do? What are things the teacher does when (she) is happy?* Write these in the happy face. Then do the same thing with the sad face. Ask, *What are some things that you don't like the teacher to do? What does (she) do when (she) is unhappy?*

Explain that the object of the game is to try and get the teacher's attention. Show the students the squares with happy and sad faces on them. Tell them that you will be the teacher first, and they should all try to get your attention. Explain, *If you get my attention in a way that I like, I will give you a happy face. What will I give you if get my attention in a way that I don't like?*

Tell the students that you are going to play school. Set a timer for one minute and see how much attention the students can get from you during that minute. Tell them, *You can try anything that doesn't hurt someone else, but you must stay in the room. When the timer goes off, the game is over for a while.*

4. Discuss what happened.

Ask the students to list the behaviors that earned them happy faces and those that earned them sad faces. Write these on the board to the side of the two faces.

5. Play the game again, selecting a student to be the teacher.

Give some assistance to this student in distributing the stickers appropriately, but otherwise play at being a student. This will give you an opportunity to behave in some of the negative ways in which the children seek attention. You can also model some more positive behaviors.

6. Brainstorm other ideas for getting positive attention from teachers.

Ask the students to add to this list of ideas, focusing on the positive. If the students suggest activities or behaviors which would in fact earn them negative attention, use this time to discuss those. Share with the students why these behaviors may not work in a positive way.

7. Discuss timing when seeking teacher attention.

Explain, *With all adults, you need to think about timing. What would happen if you tried to chat with a teacher during a fire drill?* Ask the students to name some times when it might work to ask a teacher for attention. Ask, *When are times you might chat with the teacher: ask (her) about (her) family or tell her about yourself?*

Period 2

8. Brainstorm ways to get positive attention from parents.

Read over the list of ways to get the attention that students want from teachers. Ask them to take out a piece of paper and write down at least five ways to get attention from parents. Next to the list for pleasing teachers, make a list of ideas for pleasing parents. Take turns adding ideas to the list, giving each student one turn to add an item. Give students additional turns until they are completely out of ideas. Then have them all close their eyes and think of one more. Share these before going on.

9. Roleplay asking for attention.

Have one student pretend to be a parent and have two others pretend to be siblings. Have the students role play each of the following:

Offering a parent help with a task.

Offering and giving a parent a hug.

Telling a parent about something positive that happened at school.

Asking a parent something about their day or self.

10. Discuss timing in regard to parents.

Ask the students to name some times when it would be a bad idea to ask their parents for attention. Talk about good times in their own household: for some parents this may be bedtime or after dinner. Discuss when each of their ideas might be best tried.

11. Give a homework assignment to try one activity with their parent and to report back.

Have each student select an idea that they think would work with their parent or guardian. Make a list of these. Have them say when and where they would try this activity. Tell them that you will be asking about it the next time you meet. Students should be given a chance to share what they tried and how it went with the group.

EVALUATION:

1. Each student will suggest one way to get positive attention
 - (a) from a teacher and
 - (b) from a parent (or guardian).
2. Each student should name an appropriate time for each of these behaviors.

VARIATION:

1. For students who **cannot generate ideas**, have them choose ideas from a shoebox. Ask them if they think this idea would get them positive or negative attention from their parent (and/or teacher). Ideas which you might include in the shoebox: drying the dishes, smiling, fighting with my sister or brother, brushing my teeth, yelling, running, cleaning my room, working on my homework, reading a book, burping at the table, setting the table, raking leaves, taking out the garbage.
2. For students who **do not respond well to an interactive experiential activity** (Steps 2-5), tell them the following story:

Joey liked to get attention from his teacher. He liked happy attention like smiles and stickers, but sometimes he got another kind of attention. By trying to get happy, positive attention, Joey ended up getting sad, negative attention. The teacher would frown at him or take away points that he had earned. Listen to what Joey did this morning and tell me if you think he got happy or sad attention from his teacher:

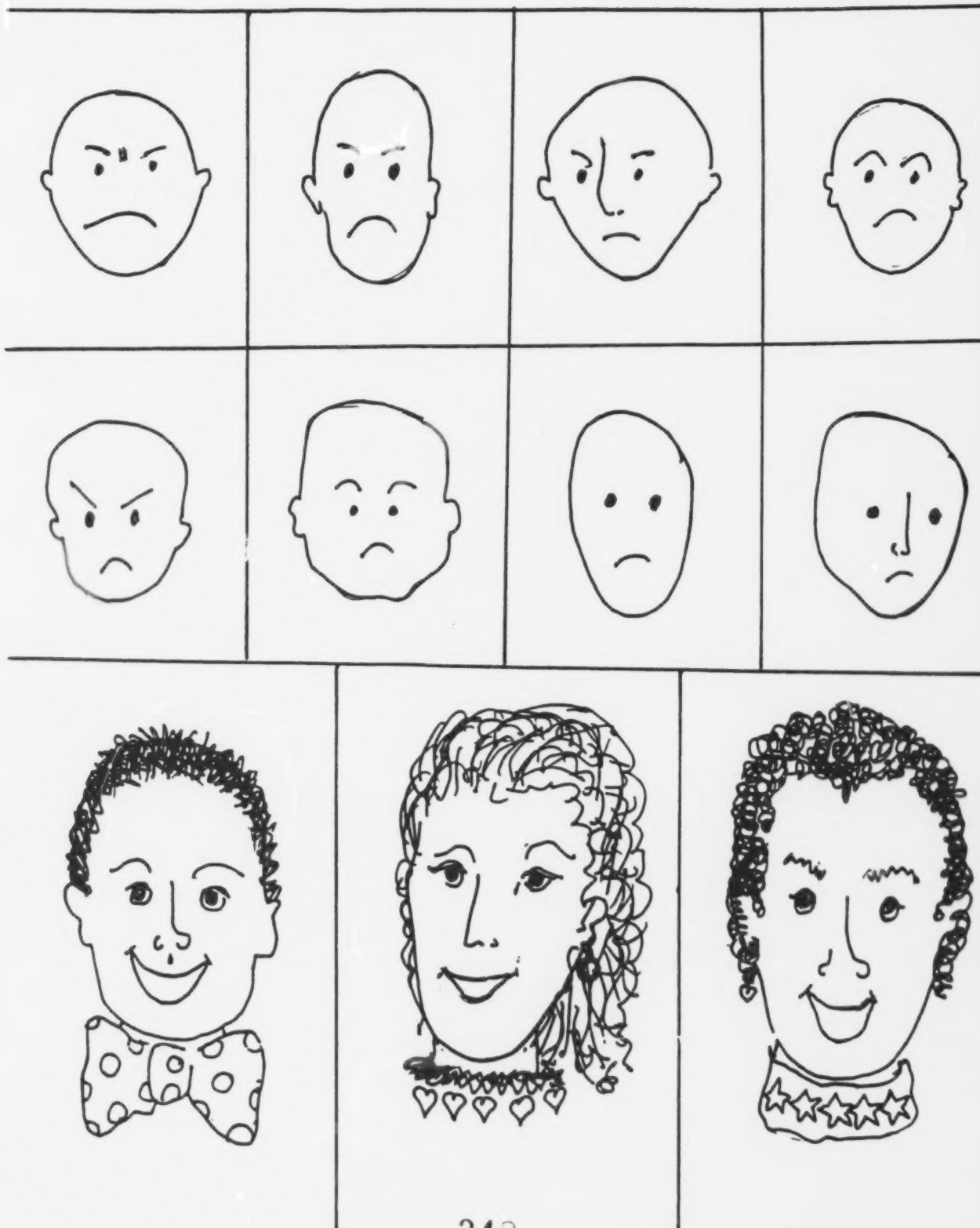
 - Saying good morning when he walked into the room.
 - Kicking the wall while he was waiting in line.
 - Sticking out his tongue.
 - Bringing the note back that his mother had signed.
 - Telling the teacher that another boy was squirting water in the bathroom.
 - Finishing all of his spelling assignment.

(Ask the students to add more examples.)

SPIN-OFFS:

1. **Personal Development:** Ask each student to make a list of all the adults in their lives who they would like to make happy. Next to each adult, have the students write one or two things that would really please that adult (which the child could do). Discuss ways in which the adults might show that they are happy.
2. **Language Arts:** Have the students write a composition entitled, "The Day I did Everything Right." Have the students begin with the moment they wake up, describing their day--what they did and how people responded.

MATERIALS: GETTING POSITIVE ATTENTION



ACTIVITY: WHERE I HALE FROM (2 or 3 class periods)
(Adapted from an activity by Tessler)

OBJECTIVES:

1. To identify one of their ancestors and tell where that person lived when they were alive.
2. To describe a possible experience of that ancestor.
3. To identify two characteristics of their ancestor.
4. To describe how they might follow in this tradition.

GRADE LEVEL: Orientation Grades 4--12
Skill Grades 3--5 (see variations)

CONSTRAINTS: For some students, information about their family background will be sensitive. In cases of remarriage or children not living with their father, the students may not be comfortable discussing this information. Allow the students to decide how much they would like to share about family relationships. Some students will define themselves as related to foster parents as these are their most significant relationships.

MATERIALS:

1. Butcher block paper or chalk board that does not need to be erased for duration of activity.
2. For elementary students, paper and crayons.
3. Optional: Students may be asked to bring in pictures of people in their family (with parents' permission).

STEP

CLASSROOM INSTRUCTIONS

Period 1

1. Ask each students to give the names of their grandparents and, if they know them, their great grandparents.

List these next to the student's name on the butcher paper. Ask them if they know of any other older relatives--aunts, uncles, cousins, etc.--and to give these relatives' names also. Ask, *Do you know of any relatives who died before you were born, for instance, your great-great grand parents, or a great-great aunt?* Explain to the students that these people are their "ancestors"

2. Ask the students to select one of these ancestors and to identify where this person grew up--parts of the country or other countries.

Write these places in parentheses next to the names. Ask, *Did they live on farms or in the city? What was it like where they lived? Did they have computers and televisions? Did they have cars? If your ancestor lived in another country, how did they come to the United States?* As a group, discuss how things were different in the past and how they were different in other countries.

3. Ask the students to draw a picture (or write a story) of a possible experience their ancestor may have had.

Explain that the story need not be true, that it only needs to something that could be true. Students who draw pictures should be asked to write or dictate a short story to go with their picture.

Period 2

4. Share these stories.

Give each student an opportunity to share this story orally with the rest of the class.
(Note: If the students are not familiar with the words "character" and "characteristics", discuss these words before continuing.)

5. Discuss how the story shows character.

Ask the students, *What kind of person did your ancestor have to be to do this? How would you describe your ancestor?* If the student has trouble, ask the other students to suggest characteristics that the ancestor might need. List these characteristics next to the ancestor's name.

For example if the story is about leaving a small town in Mexico and moving to Chicago, ask the students, *What might be hard about this? What would Maria's great grandmother need to make this move? What kind of person do you think she would have to be?* Characteristics might include brave, smart, willing to try something different, strong.

6. After the name of each child's ancestor, write the characteristics they have identified.

Ask each child to discuss how they themselves could use these same characteristics in their lives. Ask them to discuss how they resemble or take after these relatives.

Period 3

7. Ask the students to tell a story about (draw a picture of) themselves in the future.

Encourage the students to think of a story in which they demonstrate these same characteristics as their ancestors had. Ask the students, *In what situations in your life would you need to have these same traits in order to do well?*
Note: This last step may be done after a break or on another day.

EVALUATION: Evaluate the stories or pictures using the following criteria:

- how well do the pictures demonstrate a positive self-concept both for the identified ancestor and the student.
- how well do the students connect their own characteristics with those of their ancestors.

VARIATIONS:

1. **For younger students:** After they draw their pictures, have them dictate a caption to explain what is happening in the picture. Younger students could also draw a series of pictures to be placed in a book about their ancestor and themselves.
2. **For older students (who may be self-conscious):** Rather than write a story about themselves (Step 7), the students could write the story about a person with the same name. Give each student an opportunity to share this story with the rest of the class.

SPIN-OFFS:

1. **Parent involvement:** Design a bulletin board of the student's stories and pictures entitled, **WHERE I HALE FROM**. Keep this up during your parent conference night and encourage parents to discuss positive family history with their children.
2. **Self concept:** Have students draw a cartoon of themselves and above it write: **Gifts from My Family**. Around their body, have them write characteristics that they learned in their family: honesty, courage, individualism, stubbornness, fairness, etc.

ACTIVITY: FAN LETTER TO AN ADULT (suggested by an activity in *Here's Looking at You 2000*) (2 class periods)

OBJECTIVES:

1. To identify what they admire about an adult they know.
2. To write a positive letter to that individual.

GRADE LEVEL: Orientation Grades 5--9
Skill Grades 4--5

SUBJECT AREA: Language Arts

CONSTRAINTS: Students will need to have writing skills for this activity. (See Variation #1 for an alternative approach for students with limited writing skills.)

MATERIALS:

1. Copies of the attached Worksheet: **NOTES FOR A LETTER.**
2. Writing paper (stationery) and envelopes.
3. Telephone directory (optional)
4. Postage stamps

STEPS

Period 1

1. Ask each student to identify an adult he or she really likes. Explain they will be writing a letter to this person.

2. Have the students identify characteristics of this adult whom they admire.

3. Have the students remember times they have been with the adult they named.

4. Have the students identify situations when this person has been particularly valuable to them.

5. Discuss how the students would like to relate to their chosen adult in the future.

CLASSROOM INSTRUCTIONS

Tell them to name someone whom they know pretty well--someone actually in their lives (as opposed to a person in the media). It can be a friend or a relative. Give the students the handout have them write this person's name at the top. Explain, *You're going to take some notes before you start writing.*

Read question #2. Ask, *What's this person like? What are things you really like about him or her? How would you like to be like this person? Write these characteristics down.*

Ask them to close their eyes and think about this adult. Ask, *when was the last time you were together? What were you doing? How were you feeling?* Allow the students to share this.

Ask, *Are there times when you really need to be around this person, when they can help you out. When do you want to talk to them? About what?* After question 3, jot down a few notes about times when you have really appreciated being with this person.

Ask the students to identify things that this person could teach them. Discuss situations in which they would like to be with this adult. Help the students put these ideas into words.

Period 2

6. Ask each student to write a letter to their adult friend or relative.

Give each student a piece of writing paper and have them start with the salutation, "Dear ____." Tell them that this is a letter of admiration and appreciation. Encourage them to use the list at the bottom of the worksheet to help them structure the letter.

7. Give the students the opportunity to share their letters and then pass out envelopes.

Have the students put the letters in the envelopes and ask them to bring the addresses they need the next day. If the adult lives close by, they could also look up the address in the phone directory.

8. Talk about how and when to send the letters.

Ask the students to predict how the person will feel when they receive the letter. Discuss how receiving a letter is different than receiving a phone call containing the same information.

EVALUATION:

1. Each student should identify traits and behaviors of an adult whom they admire.
2. Each student should communicate positive feelings toward this adult in their letter and be willing to send this letter to the person they admire.

VARIATIONS:

1. For students whose **writing skills are limited**, they could make a tape for their favorite adult. Discuss the same questions before you begin and write a few notes to help them while they are taping.
2. For students who **cannot think of an adult they admire**, have them write a letter of support to an adult that they care about.

SPIN-OFFS:

1. **Personal Development:** Invite all the adults to whom you sent letters to an awards banquet or ceremony. Have the students make ribbons or trophies for each adult, based on what they admire in that person.
2. **Language Arts:** Have each student write stories about what they think would be his or her perfect parent--the parent who would be best for them, in every way. Share these stories and discuss how no one has the perfect parent: that we all have to learn to parent ourselves as we grow older. Have them go back through their essays about their perfect parent and select traits and behaviors that they themselves have.
3. **Language Arts:** Have the students write a letter to an adult character on TV (not the actor but the character), telling that character what they like about how they deal with kids.

WORKSHEET #1: FAN LETTER TO AN ADULT

YOUR NAME: _____

NOTES FOR A LETTER

1. THE NAME OF AN ADULT I ADMIRE:

2. CHARACTERISTICS (Things I really like about this adult):

3. PAST SITUATIONS (Times when this adult has helped me):

4. FUTURE HELP (Things this adult could teach me or help me with).

Now write your letter to this adult, using the stationery.

1. Tell the person what you like about him or her.
2. Tell the person what you admire about him or her.
3. Thank the person for helping you in each of the situations you have listed.
4. Tell the person some things they could teach you in the future.

ACTIVITY: SHARING PERSONAL INFORMATION**OBJECTIVES:**

1. To examine the purpose of personal sharing.
2. To select persons in their own life with whom they feel safe talking about personal issues.

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 4--5

SUBJECT AREA: Personal Development

CONSTRAINTS: This activity will work best in a group in which at least some students have had previous experience sharing personal information with others.

MATERIALS: Copies of the attached Worksheet: PEOPLE IN MY LIFE.

STEPS

1. Discuss what it feels like to keep a secret.

CLASSROOM INSTRUCTIONS

Tell the students about a hypothetical case, a student you know who has a secret. For example:

Last week the police came to the house and arrested Ezra's father. Since then Ezra has not told anyone. He used to hang out with some other students after school, but now he's stopped talking. When one of his friends asks him to do something, Ezra says, "Leave me alone, would you?" Ask the students, *How do you think Ezra (or the student in your own example) is feeling? What is Ezra's secret? How is it affecting him to have this secret?*

2. Discuss the pros and cons of telling a secret.

Draw a line down the center of the chalkboard. On one side write **PRO** and on the other **CON**. Ask the students, *What do you think would happen if Ezra were to tell someone his secret? How would he feel? What might happen?* Write the positives and negatives up on the board.

3. Stress that telling a secret will often help a person feel better.

Ask if any student has had the experience of feeling better after telling a secret. If possible, share a time that you have felt better after talking about something.

Explain that this is true even for "small" secrets--bad days and embarrassing moments. Explain, *Bottling up our bad feelings can make us ill. Often just by sharing what has happened, we will feel much more relaxed. Friends can also help us decide what to do when we are stumped.*

4. Examine some of the negative consequences of telling a secret.

Talk about ways to limit each of the negative consequences you have listed on the board. Discuss the issue of confidentiality. Ask the students how they can determine if someone is likely to keep a secret.

5. Discuss the listener's role when two people are sharing.

Ask the students what they like and don't like when they tell someone something important. Issues to discuss include changing the subject, body language, privacy, and question asking.

6. Discuss people with whom students talk.

Give each student a copy of the worksheet. In Part 1, students should write the names of people in their lives with whom they sometimes talk.

7. Expand students' awareness of other resources for sharing.

On the board write the names of people and agencies which students might use if they need to talk, including:

Minister, priest, or rabbi
School counselors, psychologist or social worker (names)
Alateen
Al-anon
Mental Health Agency (in your community)
Drug Abuse Agency (in your community)

8. Have students respond to the hypothetical situations on the worksheet.

Ask the students to write the letters of the people with whom they might talk about each situation, if it were to happen to them. If they can't think of someone, they might consider one of the above resources.

EVALUATION: Each student will name at least one person to whom they would speak about each situation.

SPIN-OFFS:

1. **Personal Development:** With a group of selected students, peer counseling may be introduced. Members of this group need not be close friends (in fact it may be preferable that they're not) but they should feel comfortable. For more information, see *The Complete Handbook of Peer Counselling* by Mimi and Don Samuels. This book is available through CSEDI.
2. **Language Arts:** Journal writing (an activity is included in Unit 1) is another way for some students to "get out" their troubled feelings. One way to structure journal writing is to have the students select portions of their entries which they would like to share with you.

WORKSHEET: SHARING PERSONAL INFORMATION

PEOPLE IN MY LIFE

PART 1: PEOPLE IN YOUR LIFE

Make a list of the people in your life that you might talk to about problems, situations, issues, etc. Include other kids as well as adults. Include people in your family as well as friends. (Add more alphabet letters for additional people.)

- | | |
|----|----|
| A. | B. |
| C. | D. |
| E. | F. |
| G. | H. |
| I. | J. |

PART 2: WHERE TO TURN

Write one or more letters (A,B,C, etc.) in the blanks below to indicate which of these people you might talk to in a certain situation.

Who would you talk to if...

- _____ 1. you failed a test at school?
- _____ 2. one of your friends was using drugs?
- _____ 3. one of your parents embarrassed you?
- _____ 4. someone in your family became ill?
- _____ 5. a friend lied to you?
- _____ 6. you won a prize?
- _____ 7. you did something you were ashamed of?
- _____ 8. you didn't know what you wanted to do with your life?
- _____ 9. you did really well on a paper or test at school?
- _____ 10. you weren't sure what to take in school next year?
- _____ 11. you had a crush on someone?
- _____ 12. you broke up with someone you've been going out with?
- _____ 13. a friend hurt your feelings?

On the back add two other situations in which you might want to talk to someone:

ACTIVITY: ESSAY: A SIGNIFICANT PERSON (2--3 Class Periods)

OBJECTIVE: To write a personal essay about an important positive influence in the student's own life.

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 6--7

SUBJECT AREA: Language Arts

CONSTRAINTS: This activity requires writing skills. Students should be encouraged to revise their essays.

MATERIALS:

1. Large paper for the map activity
2. Copies of the Worksheet: MY SIGNIFICANT PERSON that accompanies this activity
3. Paper and pencils for writing.

STEPS**Periods 1-2**

1. Ask students to draw a map of people in their lives.

2. Have each student work with a partner to identify a significant person.

3. Ask the students to make a list of (at least) 3 characteristics of this person.

CLASSROOM INSTRUCTIONS

Have students draw a small stick figure in the middle of the paper to represent themselves. Explain that they will be writing the names of people in their lives, including people from the past and present. Ask, *Who do you feel closest to? Write their names closest to you. Put other people further apart. Remember there will be both people you like and don't like on your map.*

Divide the students into dyads, and have them discuss which people have had a positive influence or effect on each of them. Tell them, *First of all, draw a circle around all the people who have had a positive effect on you, then pick one you want to write about. Talk it over with your partner.*

Hand out the worksheets. Ask the students to list the characteristics that make this person a positive influence. Direct them to write these on the three lines labeled characteristics. Ask, *What is this person like? What kind of personality do they have? This doesn't have to be a sentence, just a phrase is fine for now.*

5. Ask each student to tell one effect of the person's behavior.

Ask, *How did it affect you? When this person did this thing, how did you feel? What did you learn?*
Direct the students to write notes about this information on the worksheet.

Periods 2-3

6. Discuss using the worksheet as the basis of a personal essay.

Explain that each of the three characteristics will be a paragraph in the body of the essay. Explain, *Give each characteristic its own paragraph. Focus on that one characteristic-- what it was, how that person showed it, how it affected you.*

7. Discuss introductions and conclusions.

Ask the students what information needs to go in the opening and closing paragraphs. Describe, one way of writing an essay:
Tell them what you're going to say. (Introduction)
Say it. (Body)
Tell them what you said. (Conclusion)

Remind them of what they will be describing in the body of the essay and discuss how they can summarize this. Ask, *What does your reader need to know right away? What will tell your reader that the essay is finished?*

Period 3

8. Give each student an opportunity to share their important person with the class and to describe how this person has influenced them.

Ask, *What are some ways that you are like this person yourself? What are some lessons you have learned from this person?*

EVALUATION:

In addition to evaluating the quality of the students' essays, you may consider the following:

1. Did they select someone who is a healthy role model?
2. Did they identify healthy personality characteristics?
3. Were they able to identify positive ways in which this person had influenced them?

VARIATION: For student with lower writing skills, the first part of this activity could be used--mapping and filling out the worksheet. Then the students could share their important person with the class. Also see the activity MAPPING MY CONNECTIONS (Grades K--4).

SPIN-OFFS:

1. **Language Arts:** An activity is included in this unit called **FAN LETTER TO AN ADULT** in which students write an admiring letter to an adult role model.

2. **History or social studies:** Have the students identify a famous person (for instance an inventor, politician, philanthropist) who they would like to read more about. Have them select a biography from the library and then answer the following questions:

1. Who were the important influences in this person's life?
2. How did those influences affect this person in a positive way?
3. What positive characteristics does this person have?
4. Which characteristics do you have in common with this famous person?

3. **Personal development:** Have the students review their maps and write one admirable thing about each person who is on their map. Ask them to state one or more things they can learn from this person, including things they can learn from friends and younger brothers or sisters. Ask them also to name something admirable about themselves and to tell how they influence the other people in their maps--ways in which they affect everyone else.

WORKSHEET: ESSAY: A SIGNIFICANT PERSON

MY SIGNIFICANT PERSON

Characteristic #1: _____

Behavior that shows this: _____

Effect on me: _____

Characteristic #2: _____

Behavior that shows this: _____

Effect on me: _____

Characteristic #3: _____

Behavior that shows this: _____

Effect on me: _____

ACTIVITY: ENABLING AND EMPOWERING (3 class periods)**OBJECTIVES:**

1. To recognize behaviors that enable friends to continue using drugs.
2. To recognize behaviors that empower friends to stop using drugs.
3. To recognize the limits of their personal power to change or influence others.
4. To apply this knowledge to the family context.

GRADE LEVEL: Orientation Grades 9--12
Skill Grades 5--6

SUBJECT AREA: Personal Development

CONSTRAINTS:

1. The concepts introduced in this activity depend on each other. It is critical to discuss all three: enabling, empowering and the limits of control.
2. The term enabling may confuse some students. Synonyms are included under the VARIATIONS section below.

MATERIALS: Copies of the Worksheets #1 and #2 for each student..

STEPS**Period 1**

1. Introduce the term, **enabling** (or a synonym, such as abetting).

2. Make a list of enabling behaviors that students might do with friends who use drugs.

3. Discuss other negative behaviors which may be enabled.

CLASSROOM INSTRUCTIONS

Explain, *Usually enabling means something good, for instance when you help someone. But what about when someone is doing something bad or dangerous and you help them to continue doing it. That's called "enabling." If a friend of your is using drugs and you enable them to keep using, is that a good thing?*

Ask the students, *What are some ways in which you might enable a friend to keep using drugs?*
Write the word "ENABLING" on the chalkboard. Include the following ideas on your list:

Lending them money.
Lending them your homework so they can copy.
Making excuses for them.
Letting them drive when they're high.
Getting into their car when they're high.
Acting like what they did when they were high didn't hurt you.
Letting them smoke in your room or your house.

Help students see that enabling can apply to other unhealthy behaviors, such as putting things off (procrastinating), fighting, or telling lies. Talk about ways other people might enable these behaviors.

4. Discuss why students engage in enabling.

Explain, *Enabling people to keep doing something unhealthy is very common. Lots of people enable. Especially when we mean well, when we want to help people, we may end up enabling them to do bad things. What makes us do this?* Talk about how we all want people to like us. Select one of the behaviors that students may have done, and ask, *What would happen if you stopped doing this? How would your friend react?*

5. Have the students complete the worksheet.

Distribute Worksheet #1. Tell the students to read the story and underline all the examples of enabling behaviors. Then at the bottom they should answer the questions.

6. Introduce "empowering" for tomorrow's lesson.

Explain, *Most of us want to help out friends be healthy. When you think about Kristy and her friend, try to think of some things she can do to help her friend stop drinking. Next time we'll talk about other ways to do this.*

Period 2

7. Discuss "empowering."

Explain that empowering means to give someone else power. Say, *If a friend of yours is using drugs, you don't do them a favor by protecting them. Instead you need to let them face the consequences of what they are doing.*

8. Go over the worksheet from yesterday.

Ask the students to think of ways that Maria could have acted that would have helped Kristy see the consequences of her own behavior. Go through the story and list some options for Maria, for example--

Telling her friend that her breath smells like liquor.
Refusing to lend Kristy her geometry homework.
Confronting Kristy about her nasty behavior at the party.
Asking Kristy to clean up her parents' car.
Deciding not to be Kristy's friend if she continues to drink.

9. Brainstorm empowering behaviors.

Ask the students to list other ways in which they can help their friends face their unhealthy behaviors. Make a list of these on the board. Encourage the students to each contribute at least one new idea. Discuss the option of withdrawing from a friendship if a person continues to drink.

10. Roleplay ways to empower others to healthier decisions.

Have the students pair up and roleplay the following:

1. Person A arrives twenty minutes late to go to a football game (or to go to a movie). When Person A shows up, he or she has obviously been drinking. Person B is angry that they will be missing the beginning of the game (or movie).
2. Person A smokes and lies about it. Person A borrows Person B's sweater and burns a hole in it. Plus the sweater smells like smoke!

Period 3

11. Discuss the limits of anyone's power to change someone else.

Explain, *You can't really keep someone from changing if they want to change. But you also can't make someone change. Enabling and Empowering are good things to know about--you don't want to help a friend stay in a bad place. On the other hand, it's not your fault. If your friend is going to change, who is going to have to change them?* Discuss why the person (himself or herself) needs to make the choice.

12. Expand the context of the discussion to include parents.

Explain to the students that often kids think that they can do the right things to make their parents stop drinking. Explain, *There are 3 things (the three C's) to remember when someone you love has a drug problem. Write these on the board:*

- You didn't cause the problem.
- You can't control the problem.
- You can't cure the problem.

13. Have the students write a letter to Donnell whose father drinks.

Give the students the second worksheet. Read the story aloud and then have each student write a letter to Donnell.

EVALUATION:

Period 1: Each student should name one way in which Maria has enabled her friend's drinking.

Period 2: Each student should name one way in which they could empower another person to stop an unhealthy behavior.

Period 3: Each student's letter to Donnell should refer to each of the three C's.

VARIATIONS:

1. For students who are confused by the word **enabling**, try the word **abetting** which then can lead to the legal meanings of this word. Other synonyms for enabling might be **contributing**, **egging someone on**, **treating someone like a baby**, **babifying**, **infantilizing**.
2. For students who need more help with the idea of **empowering**, try one of the following words: **confronting**, **helping the person face**, **strengthening**, **treating someone like an adult**.
3. For students who need more roleplaying practice, ask other students to roleplay the same situations in new ways. However, avoid putting students in roles in which they act out being drunk or high. These could backfire.

SPIN-OFFS:

1. **Language Arts:** Ask students to write an essay, "A Time I was Forced to Grow Up" or "A Time When I Learned a Hard Lesson" about a time in their lives when something happened that forced them to face facts or to change their own behavior.
2. **Personal Development:** More about this topic (including a nice summary of enabling behaviors) is included in a Scriptographic Booklet by Channing L. Bete Co., Inc. entitled "Alcoholic in the Family? A Guide for Dealing with Drinking Problems." The booklet has a simple format with lots of pictures and simple checklists. It may be borrowed through the CSEDI Project or ordered directly from the publisher (in South Deerfield, MA 01373) by calling 1-413-665-7611.
3. **Personal Development:** A video entitled, "I Live in an Alcoholic Family" will be available through the CSEDI Project after April 1992. It's a good live action video that reinforces the 3 C's in relation to parental alcoholism.
4. **Language Arts and Leadership Skills:** The PRISE Curriculum includes a cross-age activity that reinforces concepts related to parental alcoholism. See CHILDREN OF ALCOHOLISM: CROSS AGE ACTIVITY in this unit.
5. **Reading:** Students who come from alcoholic families can be helped both emotionally and academically by reading about other young people with similar problems. A number of young adult novels have been published that deal with children growing up in alcoholic families:
 - A Wild Heart* by Dale Carlson, Reading Level: Grades 1--2; Interest Level: Grades 9--12 (Young woman with alcoholic father and dysfunctional mother.)
 - Storm in her Heart* by Betty Cavanina, Reading Level: Grades 4--5; Interest Level: Grades 7--12 (Girl with alcoholic grandmother and divorced parents.)
 - On the Run* by Herb and Mary Montgomery, Reading Level: Grades 3--4; Interest Level: Grades 7--10 (Boy with alcoholic stepfather.)
 - The Hitchhikers* by Paul Thompson, Reading Level: Grade 2 (?) plus; Interest Level: 7--10 (Boy with alcoholic father.)

WORKSHEET #1: ENABLING AND EMPOWERING

Read the following story and answer the questions at the bottom.

Maria has known her friend Kristy since ninth grade, but lately Maria is worried. Kristy has started drinking. Twice on their way to school, Maria smelled liquor on Kristy's breath. Each time Maria gave Kristy a stick of gum because she was worried that the teacher would smell Kristy's breath.

One day last week Kristy didn't have her geometry homework done, and asked if she could borrow Maria's. Kristy used to help Maria memorize vocabulary words, so Maria owed her a favor. "Sure," she said. "Just be careful no one sees you copying it."

Saturday night, Kristy drank too much at a party, and was nasty to Maria. "You're dumb," Kristy told her and it made Maria cry. The next day, Maria wanted to talk to her about it, but Kristy said she didn't remember much of anything about the party. Maria decided to forgive her friend. Kristy had been drinking and must not have meant what she said about Maria.

1. What is Kristy's unhealthy behavior?
2. What are three ways that Maria has enabled Kristy to continue this behavior?
 - (1)
 - (2)
 - (3)
3. Maria drove Kristy home from the party on Saturday night. Kristy threw up all over the car and all over her slacks. "Please," Kristy begged Maria. "Lend me something to go home in. If my mom sees this, she'll have a fit."
 - a. What is one way that Maria might enable Kristy in this situation? Why is that a bad thing?
 - b. What is one thing Maria could do that would NOT enable Kristy?

WORKSHEET #2: ENABLING AND EMPOWERING

LETTING GO

Donnell's father drinks. Often at Donnell's baseball games, his father yells things like "Kill the umpire," or "Can you believe it--that's my clumsy kid." Donnell wants to quit his ball team because he's embarrassed by his dad.

When Donnell tries to talk to his father about his drinking, his father says, "It's your fault I drink to begin with. If you weren't such a bad athlete, I wouldn't need to to drink."

Donnell wishes his father would stop drinking. He's been going to extra practices, trying to improve his base running and batting, but his father still hasn't quit.

Write a letter to Donnell about his situation with his dad. Remember the three C's.

ACTIVITY: CHILDREN OF ALCOHOLICS: Cross age activity
(3 or more class periods)**OBJECTIVES:**

1. To identify concepts related to parental alcohol abuse from a video.
2. To introduce these concepts to a group of younger children.

GRADE LEVEL: Orientation Grades 9--12
Skill Grades 5--6

SUBJECT AREA: Language Arts, Leadership skills

CONSTRAINTS:

1. Information about parental alcoholism needs to be introduced before this activity. Step 4 below may be skipped if you have been doing other activities on this topic, such as the one in this unit called **ENABLING AND EMPOWERING**. After April 1991, a video entitled, "I Live in an Alcoholic Family" will be available through the CSEDI Program.
2. The high school students who do the cross-age teaching need to have dealt with their own complicated feelings about parental alcoholism before they meet with the younger children. Depending on the social maturity of your students you may need to take a more active role in the actual cross-age teaching. However, the secondary students can learn a lot from leading as much of the activity as possible--it can allow them to put their ideas into words and internalize some important concepts about their own responsibility in regard to their parental drinking.
3. The targeted group of younger children should be between the ages of 7 and 13, depending on their level of sophistication. The cartoon has some complex concepts in it, which will allow the secondary students to do some teaching.
4. Both groups of students--the secondary and the elementary--should have been learning about the effects of alcohol on people.

MATERIALS: The cartoon video, "Twee, Fiddle and Huff," available to NSSEO classrooms through CSEDI (708-255-6350).

STEPS**Period 1**

1. Introduce the students' role in relation to the cartoon.

2. Make a game out of the first showing of the film.

CLASSROOM INSTRUCTIONS

Explain that this cartoon is very cute but it contains information that younger students will need help understanding. Emphasize that the film is about feelings and about how our families affect us, especially when there are problems.

Tell the students to take out a piece of paper and write their name on it. Have them fold the paper in half. Tell them, *There's a genie in this cartoon that stands for something. As soon as you figure out what he stands for, write it down on the inside of your paper.*

3. Discuss how they knew the genii stood for alcohol.

4. Discuss the concepts in the video.

Have the students tell what gave it away for them. Ask, *How would the film have been different if you hadn't known this? Why would it be important for younger children to be given this information right away?*

Ask the students questions such as the following:

- How does it feel when a parent drinks too much?
- What do kids often think when a parent drinks too much?
- How did each of the kids in this video react to their parents drinking? Did any of it remind you of yourself when you were younger?
- What did Twee, Fiddle and Huff learn about their parents drinking that you wish you had known when you were younger?

Period 2

5. Have the students list other information that younger students would need to discuss.

6. Discuss how they related to the cartoon.

7. Discuss ways to teach the ideas in the cartoon to younger students.

8. (Optional) Have the students make a worksheet that could be used after the cartoon.

Watch the cartoon again and have the students write down three things they would want to talk about afterwards with the group that they'll be showing the film to. *What is the message in this cartoon that kids need to know?*

Explain that this cartoon is cute but also includes some ideas that are helpful for all of us: *You can't control your parents drinking. It's not your fault. Talking to others about your feelings can help you feel better.*

Ask, *What do the students need to know before they watch the film. What questions could you ask them afterwards? Let's make a list of these.*

Suggest, *Perhaps one of you could draw a cartoon of Twee, Fiddle and Huff and have the students fill in the captions (in the balloons). Discuss what directions they might give with the worksheets. Photocopy enough worksheets for all the younger students.*

Period 3 and after

9. Have each student take a role before you go to the elementary classroom.

10. After the cross-age activity, allow the secondary students time to debrief.

Besides running the video equipment and leading discussion, students could help individual students with the worksheets or offer examples from their own lives.

Talk about how it went: *Did you feel the younger kids understood the video? How did it feel to talk to them about parents who drink? Did it make you think about being their age? Did anyone start to feel angry or sad about your own family?*

OPTIONAL: Ask the students to write you a letter about how the activity felt and what they learned

EVALUATION:

1. The students should identify the basic concepts in the cartoon and think of some ways to present these ideas.
2. When working with the younger students, the older students should present themselves as positive role models--helpful, understanding, and patient.

VARIATIONS:

1. If you don't have access to this video, a similar activity could be done with a read-aloud book such as *I Can Talk About What Hurts* (available through CSEDI). Note that the story starts on page 14.
2. **For a larger class:** Rather than have the whole group work in the elementary school classroom, teams of students could work with different classrooms of younger students.

SPIN-OFFS:

1. **Language Arts or Health:** The cartoon could be used to launch a discussion of the different ways people respond to stress: by trying to be perfect, by acting out, and by withdrawing. Students could write or discuss about how they themselves respond to stress.
2. **Reading:** A number of student-oriented materials on the topic of living in an alcoholic family are available to NSSEO classrooms through the CSEDI Project. Consult the list of resources in this curriculum or call 708-255-6350.

UNIT SIX HEALTHY ALTERNATIVES

Objective 6.0: Students will increase their involvement in healthy alternatives.

WHY THIS IS IMPORTANT

The campaign to *just say "no"* is only half an answer. Many young people need to know what to say *yes* to, if *"no"* is going to have any meaning over time. For many of our students, alcohol and other drugs may seem to be their most accessible form of recreation: You don't need good grades or the ability to read. You don't even need the interest of someone of the opposite sex. And consider the selling points of using drugs for many young people: it seems to raise them in the estimation of their peers, it's intense, it's novel, it's risky without being physically difficult, it offers an escape from troubles. Like it or not, drugs are attractive, and many young people don't have anything in their lives that is more attractive. That's a problem.

For many students, alcohol and other drugs offer a way to assert their independence and to demonstrate that they are grown up. In our society, both alcohol and cigarettes serve this function for many young people who are on the cusp of adulthood. Students are hungry for "rites of passage"--sign posts that show that they are no longer children. Young people need to test their wings and to establish their identity. Rites of passage include bar and bat mitzvahs, Native American naming ceremonies, sweet sixteen parties, landing a job, high school graduation, the awarding of a driver's license. Unfortunately in our culture, many of these rituals are inadequate to a young person's need to know who they are and how they fit into the adult world. We have left a void and young people fill it in with gang rituals and with feats of drunken behavior from which they sometimes don't survive.

Many of our students are not aware of leisure activities that are available to them or of the rewards that can come from involvement in these activities. Handicapping conditions may have stymied their involvement in a number of activities. Moreover, many students, regardless of their personal abilities, may have no model for using leisure time--no sense of what life offers in terms of recreation. As students grow more independent, we can help them learn about and try activities which may bring them both pleasure and pride in themselves.

One of the characteristics of at-risk students is an exceptionally high need for risk taking and sensation-seeking. Alternative activities can provide positive sensation and risk taking (Davis 1990). Many students are drawn to activities which involve public performance and competition, such as theater and sports. Even for students who do not make the team or are not chosen for the cast of the school play, we can help them find ways to challenge themselves. Martial arts, in particular, offer risk, discipline, and opportunities to perform in front of others.

Jobs also offer many opportunities for satisfaction for many young people. Particularly for students for whom school has not been a rewarding

UNIT 6: ALTERNATIVES

experience, employment may offer an opportunity to be responsible, to feel capable, and to make a contribution. For young people trying to define their own identity, the social interactions in a job setting may be a terrific experience. Moreover, the money that is earned can raise self-esteem and allow students to feel--and be--more independent.

One of the topics that needs to be addressed is ways to cope with difficult feelings and stress besides using alcohol or other drugs or engaging in other inappropriate or aggressive behaviors. This is particularly true for students from homes in which there are only models of unhealthy coping skills: violence, alcoholism, overeating, drug use, withdrawal, or passive-aggressive tactics. Recreational outlets are one way to relieve stress, but students can also benefit from activities which teach ways to express feelings and to unload problems verbally.

Many students have never experienced the release that comes with sharing problems with another person. They may have no experience in talking out problems with others and may have limited conversational skills. Activities are included here in joining groups, as well as in talking with one other person. Many of our students are isolated, and with isolation comes, not just loneliness, but loss of perspective and a limited sense of identity. Social contact is important to help students grow. Social skills can make as big a contribution to our students' long-term adjustment in life as academic skills or even work habits. Moreover, many students turn to alcohol or other drug use to alleviate social awkwardness. By experiencing the rewards of social contact without drugs, students can learn that it's possible to have a good time with friends in a variety of healthy outlets.

GUIDELINES FOR HELPING STUDENTS ENGAGE IN HEALTHY ALTERNATIVES:

- 1. Assume that students have limited awareness of the possibilities.** Some students may not realize that the activities in the year book are even open to them. Share the activity pages from the local newspaper and show them how to find resources in the phone book and other publications.
- 2. Once students have identified a recreational goal, help them figure out how to achieve this goal.** Students need to be in charge of this process. We can offer assistance, but the alternative will not be "their own" unless they do a fair amount of the foot work and problem solving themselves.
- 3. Consider ways to meet the expenses** attached to many activities. Most activities, even those sponsored through the school or park district, require fees of some kind. Students may be able to earn some of this money or to save it from their allowance. If an activity is important to a student, often there is a way to find money for it. (Remember that unhealthy pursuits also cost money and young people manage to pay for them.)
- 4. Provide a system for sharing progress.** As students reach out to new experiences, give them a way to share how it is going and to problem solve, as needed. Particularly during their first job experience, students may need to discuss expectations or problems with co-workers. Feedback from students

UNIT 6: ALTERNATIVES

on meeting their recreational and vocational goals can open up areas in which to work on additional skills.

5. Work on skills necessary to alternative activities, including jobs; for instance, team work, punctuality, answering the phone, sportsmanship, conversational skills, etc. Many students will need pointers as well as practice in order to learn these necessary skills.

6. Foster healthy friendships between peers. Students can benefit from activities in which they work with a friend. Give students activities that involve writing letters to friends or sharing parts of themselves. Help students learn ways to support friends and to be supported themselves through friendship. Discuss ways in which friends can help us through difficult times in our lives.

SUMMARY OF PRISE ACTIVITIES UNIT 6: HEALTHY ALTERNATIVES

1. ACTIVITY: JOINING A NEW GROUP

GRADE LEVEL: Orientation Grades K--5 (and older isolates)
Skill Grades K--1

TIME FRAME: 1--3 class periods (including individual intervention)

SUBJECT AREA: Personal Development

SUMMARY: Students learn and practice some basic skills in joining an established social group.

2. ACTIVITY: WHAT'S YOUR HOBBY

GRADE LEVEL: Orientation Part 1: Grades 1--6
Part 2: Grades 4--8

Skill Part 1: Grades 1--2
Part 2: Grades 4--5

TIME FRAME: 1--2 class periods

SUBJECT AREA: Personal Development

SUMMARY: In the first part, students learn about hobbies and brainstorm possibilities through classroom discussions and a game. In the second part, students choose one or more hobbies to explore both through reading and talking to older peers.

3. ACTIVITY: MAKING CONVERSATION

GRADE LEVEL: Orientation Grades 4--12 (with need)
Skill Grades 3--4

TIME FRAME: 2 class periods

SUBJECT AREA: Speech, Personal Development

SUMMARY: Students learn a few strategies for engaging in conversation with peers, including asking questions, showing interest, and follow-up. Students practice these skills with a partner while a third student observes.

UNIT 6: ALTERNATIVES

4. ACTIVITY: ALTERNATIVES AD CAMPAIGN

GRADE LEVEL: Orientation Grades 7--12

Skill Grades 5--6

TIME FRAME: 2 class periods

SUBJECT AREA: Personal Development, Language Arts

SUMMARY: Based on what they know about advertising tactics, students design an advertisement for a healthy alternative to drinking. Hint: Could be used either with activities below on alternatives or with advertising unit.

5. ACTIVITY: ALTERNATIVES GAME

GRADE LEVEL: Orientation Grades 7--12

Skill Grades 5--6

TIME FRAME: 3 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students work in small groups to brainstorm things to do that are safe, healthy and fun. The teacher provides categories (e.g. Things to do for under \$10.00), and the groups switch categories after two minutes. The responses are evaluated according to a set of criteria. An optional 3rd step is for students to formulate a simple plan for at least one alternative activity.

6. ACTIVITY: EXPANDING THE MENU: SOMETHING NEW

GRADE LEVEL: Orientation Grades 9--12

Skill Grades 5--6

TIME FRAME: 2 class periods

SUBJECT AREA: Personal Development

SUMMARY: Students research new things to do in their own communities. They practice using the phone directory, telephone, school year book, etc. to expand what they know about leisure activities.

ACTIVITY: JOINING A NEW GROUP

OBJECTIVES: To introduce some strategies for joining a group of peers.

GRADE LEVEL: Orientation Grades K--5 (also older social isolates)
Skill Grades K--1

SUBJECT AREA: Personal development, Speech and language

CONSTRAINTS: This activity is designed for students with limited social skills who need some assistance in ways to join a group of peers. It may be particularly useful for students who are either loners or who are often rejected in their attempts to belong. You will also need some students in the instructional group with social skills, particularly for the roleplay step.

MATERIALS:

1. Overhead Transparency: **STEPS FOR JOINING**
2. Collect a set of (age-appropriate) props about which a group of students could interact, for example: a set of building materials, baseball cards, dolls (ask some girls to bring in their Barbies), etc. You might collect different sets of props for boys and girls.
3. Write out small slips of paper with a variety of activities based on these materials; for example,
 - Blocks:** Build a school, Build a road, Measure their bodies, Balance the blocks on end, See how many blocks you can pick up at once.
 - Baseball cards:** playing a guessing game, trading them, comparing batting averages, comparing RBI's, picking out unusual names.
 - Dolls:** Put on a rock concert, give a barbecue, fix supper, get ready for a date.
 - Jump rope:** Play limbo, jump rope songs, hand clapping games.

STEPS

1. Give a negative example.

2. Discuss the example.

CLASSROOM INSTRUCTIONS

Tell the students a short story about Jerry:

Jerry was a new student who wanted to meet some other kids at his school. One day he was out on the playground and he saw a bunch of kids he thought he'd like. Jerry was worried they wouldn't like him, but he decided to be brave. He marched right up to them and said, quickly, "Hey guys want to play some catch."

"Naw, get out of here," one of the kids in the group said. "We're busy." The group moved away from Jerry and he felt terrible.

Ask the students, *What went wrong? Why was Jerry rejected? What could he have done differently?*

3. Outline a steps for joining a group of students.

Put up the overhead of the steps for joining a group and go over them.

1. **Make sure it's the right time:** recess, free time
2. **Watch for signals that invite you in:** eye contact, smiles, having a friend in the group.
3. **Gather information.** Perhaps stand close by and listen quietly to find out what they're up to.
4. **Decide if it's a situation that could use another person.**
5. **Try to join with what's already going on.** (Ask if you can join in or offer to help)

4. Apply these steps to two situations.

Give two examples of students who want to join groups and discuss how to apply the above steps.

--Lori is a fourth grader who wants to make more friends. At recess she sees a group of girls who always bring their Barbie dolls out on the playground with them. What can Lori do to join this group?

--Jeremy is at the beach and sees two boys about his age digging in the sand and making a sand city. How could he join these kids?

See situations below for older students.

5. Role play the steps.

Select a group of 2--4 students and give them a series of props (see Materials above). Give each student an opportunity to demonstrate joining a group. Give the group the small pieces of paper with suggested activities (before each role play) so that each student has an opportunity to assess what the group is doing before joining it.

EVALUATION: Each student should be able to demonstrate approaching a group, deciding what the group is doing, and finding a way to join in.

VARIATION:

1. If your class has **no strong social models**, join the group yourself to show both how to play together and how to respond to someone who wants to join the group.
2. If your students are **older**, change the example to make them more appropriate. For high school students, you might use playing sports, skateboarding, going to a movie, going shopping, pool, swimming, decorating for a dance, etc. For example:

--Cathy is a ninth grade girl who just moved to a new school. On the bus there are three girls her age who are always giggling and trading movie magazines and pictures of rock stars. How could Cathy get to know these girls?

--Robert is standing in the lunch line when he hears a bunch of boys talking about a movie they saw this weekend (Give a title here such as one of the Terminator movies). Robert hasn't seen the movie but he's heard about it. What could he say to these boys?

SPIN-OFF:

1. **Personal Development:** For some students, making a single friend may be easier or more appropriate. Talk about steps in choosing and making a friend: looking for common activities, asking questions, inviting or asking the person to spend time with you. Discuss signs that someone may be interested in being your friend. Ask, *What (non-risky) signs could you give that you are interested?* Suggest smiling, eye-contact, sharing something (for example from their lunch), asking questions.
2. **Transfer:** Meet with individual students for whom this is a developing skill. Help them plan when they could join a group and how to go about it. Talk about risks and how to protect themselves as much as possible. Give them the ongoing support they need to make this a successful experience.
3. **Social Skills:** To assist students with talking to others, see the activity (included in this unit) called MAKING CONVERSATION.

OVERHEAD TRANSPARENCY: JOINING A NEW GROUP

STEPS FOR JOINING

- 1. Make sure it's the right time.**
- 2. Watch for signals that invite you in.**
- 3. Gather information**
- 4. Decide if it's a situation that could use another person.**
- 5. Try to join with what's already going on.**

ACTIVITY: WHAT'S YOUR HOBBY?**OBJECTIVES:**

1. To generate the names of hobbies.
2. To gather information about a selected hobby.

GRADE LEVEL: Orientation (Part 1) Grades 1--8
(Part 2) Grades 4--8
Skill (Part 1) Grades 1--2
(Part 2) Grades 4--5

SUBJECT AREA: Personal Development

CONSTRAINTS:

1. The first part of this activity is very simple and may need to be speeded up for older students.
2. The second part involves researching a hobby independently and may be too demanding for younger students.

MATERIALS:

1. (Part 1) Slips of paper and 2 bags for charades.
2. (Part 2) Copies of the attached worksheets.
Worksheet #1: LEARNING ABOUT A HOBBY
Worksheet #2: HOBBY INTERVIEW

STEPS**Part 1**

1. Define hobby.

CLASSROOM INSTRUCTIONS

Ask the students, *What is a hobby?* Look up hobby in the dictionary or use this definition: an interest or activity which is *outside a person's job* but which he or she spends a lot of time on *for pleasure*. Differentiate hobbies from their main occupation as students and family members. Ask, *What about homework? Could you call homework a hobby? What about doing the dishes? Is that a hobby?*

2. Brainstorm hobbies.

Ask, *What are some hobbies people might have?* Make a list of these on the board, including collecting, crafts (model airplanes, needlepoint), athletic activities, helping others (volunteering), organized groups (such as the scouts), musical pursuits, interests (something you read about like dinosaurs) and relaxation activities (such as walking or camping).

3. Discuss the reasons for hobbies.

Ask the students, *Why do people do these things?* Some reasons might include to have fun, to relax, to learn something new, to make their minds off problems, to cure boredom, to make something (sweater, birdhouse, gifts), to get exercise, to find out who they are, etc. Ask the students if they know people who have hobbies. If they do, ask them to talk to these people about what they get from their hobbies. (Also see Part 2 below: WORKSHEET #2: HOBBY INTERVIEW.)

4. Introduce hobby charades.

Divide the class into two teams. Have each team think of hobbies that the other team will pantomime. One team member (or a teacher) should write one idea on each slip of paper and put these in a bag. Explain, *It will help to think of hobbies that have not already been mentioned. That will make it harder to guess once we start playing.* If necessary, the teacher can go over the slips to make sure they are really hobbies.

5. Explain the rules for charades.

Read the following rules for the person who is it or write these on the board:

1. You pick a slip from the other team's bag.
2. You can't say what is written on the slip.
3. You have to pantomime what is on the slip to your own team. Your own team tries to guess what you are doing.
4. Each time your team guesses correctly, your team gets ten points.

6. Expand the list of hobbies.

Keep track of new hobbies that are mentioned during charades, as well as the score. Afterward ask each student to name one to three hobbies they've thought of which haven't been mentioned so far.

7. Have the students pick one or more hobbies they might like to try.

Ask each student to select a hobby which they would like to learn try out. Discuss issues such as how they might start it, who could help them, etc.

Part 2 (for older students)

8. Discuss ways of learning about hobbies.

Explain, *Often a hobby requires some special information or skills. There are several ways to learn about a hobby: by joining a club, by reading and by talking to someone.* Put a list up in the room for students to sign up for the hobbies they are researching. Encourage students to select a variety of hobbies.

9. Use the library to research more about selected hobbies.

Have the students use the resources in the school or public library to learn more about a hobby that interests them. Arrange time when the librarian or a teacher can assist them. Use the first worksheet to assist them with this research.

9. Ask the students to talk to an older student or an adult about a hobby they now have.

Have each student identify someone they know who has a hobby. Give them Worksheet #2 (Hobby Interview) and discuss how they might go about this interview, including locating someone with a hobby (advertising, asking around, putting up a sign), making an appointment, and recording information. They could use one copy of the worksheet to record notes and one to write their report. Students may also record this interview with a tape recorder.

10. Have students report back on these hobbies.

After the research is completed, set up time for the students to report on the hobby they explored. Encourage students to use visual aids, such as pictures or objects. If a student in the classroom has a hobby, they might present their own collection or activity to the group.

EVALUATION:

1. **Part 1:** Students should each name at least one hobby that no one else has already mentioned.
2. **Part 2:** Students should answer the questions on the worksheets based on information they have learned through reading and/or talking to someone.

VARIATIONS:

1. For **lower functioning students**, the second part of this activity could be done as a group. The teacher could invite a person in to talk about a hobby and help the students ask questions.
2. For **higher functioning students**, the first part of this activity could be shortened. The charades game could be eliminated, and the research introduced more quickly.

SPIN-OFFS:

1. **Personal Development:** The activity in the first unit called **SETTING AND ACHIEVING GOALS** may be used to develop a plan for starting a hobby and then monitoring progress.
2. **Personal Development:** The activities in this unit called **EXPANDING THE MENU** and **THE ALTERNATIVES GAME** could be used to broaden students ideas about possible activities.
3. **Language Arts:** The activity under the first unit called **KEEPING A JOURNAL** may be used to assist students in writing about their experience with a chosen hobby.
4. **Personal Development:** Have the students plan for a Hobby Fair several months in the future. This activity could involve several classrooms and give students a chance to explore, participate in and then present a hobby of their choosing.

WORKSHEET #1: WHAT'S YOUR HOBBY

LEARNING ABOUT A HOBBY

PART 1: With the librarian or the teacher's help, find the names of some hobbies about which your library has materials.

1. What hobby are you exploring?

2. What books did you find?

3. What magazines did you find?

4. What pamphlets did you find?

WORKSHEET #1: WHAT'S YOUR HOBBY

PART 2: Read through these materials and answer the following questions.

1. What materials or supplies are needed for this hobby?

2. What will you need to learn in order to do this hobby?

3. What is something that might be hard about this hobby?

4. What interests you the most about this hobby?

WORKSHEET #2: WHAT'S YOUR HOBBY

HOBBY INTERVIEW

1. What is your hobby?
2. How long have you had this hobby?
3. How did you get started?
4. What do you like about this hobby?

WORKSHEET #2: WHAT'S YOUR HOBBY

5. What are some problems with this hobby?

6. What do you get from having this hobby?

7. What advice would you give a person who was interesting in starting this hobby?

ACTIVITY: MAKING CONVERSATION (1-2 class periods)**OBJECTIVES:**

1. To identify topics about which they can talk.
2. To ask another person questions about a topic.
3. To use body language that demonstrates interest.

GRADE LEVEL: Orientation Grades 4--12
Skill Grades 3--4

SUBJECT AREA: Speech, Personal Development

CONSTRAINTS:

1. This activity will probably go better if you have some students to model conversation --students with more advanced social skills.
2. Step 4, about open and closed questions, may be too abstract for some students. It is optional and may be skipped.

MATERIALS:

1. Chalkboard
2. Timer

STEPS**Period 1**

1. Discuss topics of conversation among peers.

CLASSROOM INSTRUCTIONS

Ask, What do kids talk about with other kids? What do you and your friends talk about? Make a list of these topics on the board, including the following:

- hobbies
- after school activities
- trips they took
- TV shows they like
- books they liked
- movies they saw
- something about their parents
- something about school

2. Have the students list three topics that they could be asked about (in a classroom exercise).

Have the students write the words, "Ask me about" at the top of a piece of paper. Underneath they should list three things they could be asked about on a piece of paper. Encourage them to be specific--to name the movie or book or place they visited. Have them put these lists away in a safe place (to be used later).

3. Discuss strategies of conversation, including asking questions, showing interest through body language, and following up.

Explain to students that one mistake people sometimes make is thinking that they have to think of something to say. Explain, *The secret to conversation is to help the other person talk. People like to talk if they see you are interested in what they have to say.*

Ask, *What are things you can do to help other people talk?*
Write the following strategies on the board: **asking questions, body language, following up.**

4. (Optional) Discuss the difference between open and closed questions.

Explain that closed questions have one or two word answers, often yes or no. An example of a closed question is *Are you Ronny's brother? Do you like karate?*

Write these two questions up on the board. Discuss open questions--that they require longer answers. Explain that you could ask open questions on the same topics: *What's Ronny like as a brother? What do you like about karate?*

5. Demonstrate body language that does and doesn't show interest.

Lean back and look away. Ask the students to tell you if you look like you are interested. Now lean forward and give one of your student's eye contact. Ask that student a question, using that student's name. Ask the others to tell whether or not you look interested in the answer.

6. Discuss follow-up questions and remarks.

Explain that we also show interest by what we say: *When someone tells us something, we can ask them more about what they have said. We can also share something about ourselves--something that is similar. What happens, though, if we change the subject too soon? How does that feel?*

7. Role play a conversation with one of the students.

Ask one of the students to be your partner. Look over their list of topics and enter into a conversation with them about that topic. Ask the other students to tell what they saw you do. Ask, *What questions did I ask? What did I do with my body and face? How did I follow-up what (student's name) told me?*

Period 2

8. Review the strategies above and have two students roleplay a conversation.

Ask for two volunteers (A & B) and have them hold up their lists of topics. Ask one student (A) to start the conversation by asking a question about something on B's list. You might want to suggest a question to help them get started. The audience should take notes about ways in which the two students work together.

Things to look for--

- Does student A ask questions? (open questions?)
- Does student B answer the questions that are asked?
- Do both students look interested in the conversation?
- Does either student change the subject?
- Does student A follow up with more questions?
- Does student B help out by shifting to the other person's interests?
- What other questions might they have asked?

9. Have the students work in triads.

Divide the students into groups of three (or four). Two students at a time should roleplay conversing while the other(s) observe. Set a timer for two minutes. When it goes off, it is feedback time. Have each group report back to the whole class after each round of conversing. Ask, *What did you see? What are some ways these two people worked together? What are some other things they could have done?*

10. Discuss appropriate times for conversations between students.

Talk about times when students might talk to each other: the bus, lunch, parties, in the hall before school, etc.

EVALUATION: Each student will ask questions about someone else's topic while using body language that shows interest.

VARIATIONS:

1. For students who **cannot think of appropriate questions**, a step may be added in which students read their topics aloud and the rest of the class suggests questions which could be asked.
2. For students who are **unable to think quickly**, the topics may be exchanged earlier to give them an opportunity to write down questions.
3. For students who are **unable to work independently**, provide more opportunities to role play in front of the whole class. Individuals could then practice with each other (or the teacher) while the rest of the class is engaged in other activities.
4. For students who are **self-conscious**, practice could take place in a private or semi-private session with the speech and language therapist or the teacher.

SPIN-OFFS:

1. **Personal Development:** Have students keep track of conversations that they have for a week. Who did they talk to, where and when? What topics were discussed?
2. **Language Arts:** Have students keep a diary of things they have learned about themselves and other people through conversation.

ACTIVITY: ALTERNATIVES AD CAMPAIGN (2 class periods)**OBJECTIVES:**

1. To select a safe, healthy and fun alternative activity.
2. To design an advertisement to make this alternative appealing.

GRADE LEVEL: Orientation Grades 6--12
Skill Grades 5--6

SUBJECT AREA: Art, Language Arts, Personal Development

CONSTRAINTS: This activity could easily be part of a unit that focuses either on advertising tactics or on healthy alternatives. See other activities in the Healthy Alternatives and Resisting Pressure units of The PRISE Curriculum.

MATERIALS:

1. Collect magazines out of which students can select pictures to use in their ads.
2. Markers, glue, scissors, and paper.
3. Poster board or heavy construction paper.
4. Overhead Transparency: **TECHNIQUES OF PERSUASION.**

STEPS**Period 1**

1. Brainstorm alternatives to drinking.

2. After the students run out of ideas, push for more responses.

3. Divide students into work groups.

4. Ask groups to choose one alternative for which they will design an advertisement.

CLASSROOM INSTRUCTIONS

Ask, What are some things you like to do that are both healthy and fun? Safe and fun? Legal and fun? Encourage safe, inexpensive ideas by offering some of your own: go to library, play ball, play croquet, listen to music, practice dance moves, look through old snapshots, play a board game.

Say, Those are great. Let's see if we can't come up with five more. Sometimes the best ideas are hidden in our minds. Wait, if necessary. Accept all responses, even silly ones, as long as they are safe and legal.

Split the class into groups of four--six students (who have a range of skills and will work well together). Assign each group an area of the room where the students can meet without disturbing the other groups.

Tell, Pick one of the alternatives we just named and come up with an advertisement to try and convince others to do it.

5. Review some techniques of persuasion.

Write these on the board or use the overhead transparency:

Bandwagon: "Everyone's doing it."

Comparison: "Our activity is better."

Having fun: "You'll have more fun if you do this."

Benefits: What people will get from this activity.

Specials: Coupons, money-saving offers.

Reasoning: Statistics, evidence that this is a good activity.

Sex Appeal: "If you do our activity, the opposite sex will really like you."

Testimony: The word of a popular or famous person that he or she does this activity.

6. Clarify the task.

Explain, You don't need to use all of these techniques. Pick the ones that seem to fit your activity especially well and focus on those techniques. You may use pictures from magazines or draw your own. Each group only needs to come up with one advertisement for one activity, so it's important to work together.

Period 1-2

7. Supervise working together.

Approach each group and find out what activity they have chosen. Help students select the techniques they want to use.

8. Share products.

Ask each group to tell why they picked their activity: *Why do you think this is a good thing for people to do?* Have them show their ads and discuss how they think it would convince others to try this activity.

EVALUATION:

1. The alternative activities that are chosen should be safe, healthy and fun.
2. The students' advertisements should demonstrate at least one technique of persuasion.

VARIATIONS:

1. For **higher functioning** students, have them examine alcohol advertisements and decide what techniques of persuasion are being used. Then have them model their ads on the ones they have analyzed.
2. For **lower functioning** students, assign each group an alternative activity and one or more techniques to use in designing their advertisement.
3. For students **who do not work well in groups**, the activity could be completed by pairs of students or students working individually.

SPIN-OFFS:

1. **Leadership:** The students could select one of the alternatives activities and plan an event based on this. The advertisements could be posted in the hallway to draw in students. A small fee could be charged to cover expenses.
2. **Graphic Arts:** Students could create a bulletin board display made of these advertisements (along with a slogan or heading which they select as a group).

**TECHNIQUES OF PERSUASION
(METHODS TO USE IN YOUR AD)**

1. Bandwagon: "Everyone's doing it."
2. Comparison: "Our activity is better."
3. Having fun: "You'll have more fun if you do this."
4. Benefits: What people will get from this activity.
5. Specials: Coupons and money-saving offers.
6. Reasoning: Statistics or evidence that this is a good activity.
7. Sex Appeal: "If you do our activity, people of the opposite sex will like you more."
8. Testimony: The word of a popular or famous person that he or she does this activity.

ACTIVITY: ALTERNATIVES GAME (2 class periods)**OBJECTIVES:**

1. To name a positive alternative leisure activity.
2. To evaluate whether an activity is safe, healthy and fun.

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

SUBJECT AREA: Personal Development

CONSTRAINTS: Students in the group need to be able to write fairly quickly. If only a limited number of students can write well, they can be assigned the role of recorder for their group.

MATERIALS: Pads of paper and a variety of pens and pencils.

STEPS**CLASSROOM INSTRUCTIONS****Period 1**

1. Introduce the idea of positive alternatives: activities that are safe, healthy and fun.

Write the words, **SAFE, HEALTHY** and **FUN** on the chalkboard. Discuss what each of these words means in terms of positive alternatives. Explain that safe, healthy and fun are **considerations** to use when selecting activities to do in your free time. Give positive and negative examples for each consideration, i.e. activities that are safe but not fun, or fun but not healthy.

2. Divide the class into groups of 2 or 3 students for brainstorming.

Give each group a pad of paper with one of the following headings. (Don't use all of these; select according to your groups.)

Things to do on a weekend in this area.
Things to do by yourself
Things to do to meet new people
Things to do with friends
Things to do without spending any money
Things to do for under \$10.00
Things to do within walking distance of your house
Things to do within walking distance of here (school)

3. Give each group the directions for the game(see Variation below).

Give each group a different color pen or pencil. Explain, *Each group will have 5--10 minutes to brainstorm as many safe, healthy and fun activities as you can think of under the category you've been given. Select one person to be the recorder for that round. When I say stop, give the list to the next group, and pick a new recorder. Have the new recorder read the list so far, and then start a new page. Try to come up with new ideas--ones not on the list so far.*

4. Review the rules.

Explain that each group is to write as many options under each heading as possible. To count they need to be safe, healthy and fun. They must also be original--not on the list so far. Each person must be a recorder in your group at least one time.

5. Play the game.

Give each group the allotted time to read the responses that came before and then suggest their own. Circulate to assist them. Make sure each group has an opportunity with each topic and then collect all the pads of paper.

Period 2

6. Evaluate the responses.

Return the pads of paper to the original group, and ask a student read each of the lists aloud. Have the whole class decide which activities meet all three considerations: safe, healthy and fun. (The activities must also be appropriate for the category they are in, for instance, things you can do alone, etc.) Students may defend or discuss their responses. Ask the students who are holding the lists to mark the answers that count with a check mark.

7. Select a winning group.

Collect all the paper pads and count the number of appropriate responses from each of the groups to all the questions. Save the lists for other activities on healthy alternatives.

EVALUATION:

1. Each student should be able to contribute ideas for activities that meet all three considerations.
2. Each student should be able to evaluate activities using these considerations.

VARIATIONS:

1. For students with **limited attention spans**, give each group only one of the topics or have them all work on it and then pool their answers.
2. For students with **limited ability to follow directions**, break down Step 3. Write the procedure on the chalkboard:
 1. Pick a (new) recorder
 2. Have the recorder read the list you have so far.
 3. Come up with as many new ideas as possible, and have the recorder write them down.
 4. Stop when you're told.
 5. Hand your list to the group on your right.
 6. Collect a list from the group on your left.
 7. Read the new category.(Go back to step one)

SPIN-OFFS:

1. **Language Arts:** Have the students select their favorite activity from each of the lists and write an essay: "My Fantasy Weekend" fitting in all the activities. (If it's close to a vacation time, they could plan an entire week.) Have them fill in the details of what they would do.
2. **Personal Development:** Have the students (individually) select one activity that appeals to them and which they have never done before and design a plan of how they could actually do this activity, including the following:
 1. My future activity:
 2. What I need to have to do this activity (including money, equipment, etc):
 3. People I could talk to about this activity:
 4. People who might join me:
 5. When I want to do this activity:
 6. My first step (By when do I need to complete this step?):
 7. Other steps (including when I need to complete them):
 8. Obstacles or things that might stop me:
 9. How I plan to get around these obstacles
3. **Leisure Education:** For activities to further expand students' awareness of recreational options, see the curriculum *Leisure Education* by Stumbo & Thompson, available from the C.S.E.D.I. Library (255-6350).

ACTIVITY: EXPANDING THE MENU: SOMETHING NEW (2-3 class periods)**OBJECTIVES:**

1. To locate a new leisure activity.
2. To gather some information about that activity.
3. Optional: to use the phone to gain information.

GRADE LEVEL: Orientation Grades 7--12
Skill Grades 5--6

SUBJECT AREA: Personal Development

CONSTRAINTS: This activity requires the ability to read and use resource materials such as the newspaper and phone book.

MATERIALS:

1. Attached worksheet (feel free to revise or cross out items to meet the needs of your students).
2. Resource materials: phone directory, park district brochures, school yearbook, local newspaper, etc.
3. If possible, access to a telephone could enhance this activity.

STEPS**Period 1**

1. Introduce the idea of a menu of healthy choices.

2. Ask the students to name what they now do for leisure.

3. Have groups work on researching what's available in your community.

CLASSROOM INSTRUCTIONS

Ask the students to tell you what a menu is. Ask, *When do you see a menu? What's on it?* Explain that in addition to restaurant menus, there are computer menus--lists of choices. Ask, *What would be a menu of healthy activity choices: What would be on it?*

Talk about how people get caught in the trap of doing the same things, without really thinking about all the options. Ask, *How could you find out more about what's available around here to do?*

Divide the students into groups of 2--4 and have them work on the worksheet. (Feel free to make up your own worksheet or change any of the items on the one provided.) Help each group figure out where to find the information to answer the questions, but avoid telling them where to look for each piece of information.

Period 2

4. If possible, give students an opportunity to use the phone to find information.

Ask the students to mark any items they could use the phone to answer. Ask them to find a number they could call and **write down** one or more questions they would need to ask. Then allow them to use the phone to gather the information.

Period 3

5. Share the information the students have collected.

Bring the groups back together so they can talk about what they have discovered. Give each group a chance to be first in answering a question and then have the others add only that information which is different or new. Ask the students, *How many heard of something which they would like to try?*

6. Discuss how to get more information.

Ask the students who raised their hands to identify what they would like to try. Ask, *What other information would you need? Where or how could you find it?*

EVALUATION: Each group should be able to contribute to the pool of information. Students should be able to find some information independently.

VARIATIONS:

1. The worksheet that accompanies this lesson could be revised or shortened to meet the needs of your students more closely. You may choose to focus on certain kinds of activities--for instance school activities or sports--and to save the other varieties for other days. **Students with physical limitations** may research which activities or programs are accessible to them.
2. **To increase interest**, this activity could be done as a scavenger hunt with each group representing a team. Resources could be available around the room and students could speak to teachers and other students during lunch or after school. Competitive spirit could be heightened by a small prize for the winning team.

SPIN-OFFS:

1. **Personal Development:** A goal-oriented activity is included in the Personal Resiliency Unit which will enable students to go further with pursuing a new leisure activity. See the activity called **SETTING AND ACHIEVING A PERSONAL GOAL**.
2. **Math:** Have each student select a number of activities which they find appealing and figure out its cost per month. Have them add in costs for lessons, equipment, transportation, licenses, special clothing, etc. Have them generate ways they could off-set this cost by working or by eliminating other, less healthy or appealing activities.

3. **Leisure Education:** For activities to further expand students' awareness of recreational options, see the curriculum *Leisure Education* by Stumbo and Thompson, available through the C.S.E.D.I. Library (255-6350).

WORKSHEET: EXPANDING THE MENU

NEW WAYS TO PLAY Expanding Your Menu of Choices

Use the phone directory, newspaper, and other available resources to find out information about the following:

1. **School clubs:** Make a list of all the extra curricular clubs and activities available at your school:

Select one and explain how to join it:

2. **Arts and Crafts** (Painting, pottery, drawing, photography, calligraphy, etc.): What are five topics being taught in your community?

Where are they being taught?

What is the range of cost?

WORKSHEET: EXPANDING THE MENU

3. Swimming and water sports: Name three pools that you could bike or walk to in your community and list the entrance fee for each.

4. Fishing/boating: What lakes or rivers are close by?

How could you get to one of them?

How do you get a fishing license?

5. Martial Arts: Find the name of one studio near you:

What do they teach?

When are the classes?

What is the cost?

WORKSHEET: EXPANDING THE MENU

6. Exercise/ Dance Classes: Find the name of two places where exercise or dance is taught.

At what hours?

What is the cost?

7. Music lessons: If you wanted to learn a musical instrument, how would you go about it?

8. Sports: What are two sports activities that are offered in your community?

What age do you have to be to join?

Where do you call or go for more information?

What is the cost?

WORKSHEET: EXPANDING THE MENU

9. Trips: What trips are offered through your local park district?

When do they take place?

How much do they cost?

RESOURCES

This section of the PRISE Curriculum contains resource materials which can be used to supplement the activities. The first section includes a listing of books, curricular materials, videos, pamphlets and other materials available through the CSEDI Library. Resources are listed for each PRISE objective and are broken down by grade level. The second section includes a list of recommended activities drawn from other curricula (contained in the CSEDI Library) that can be used to supplement each objective. For each activity, information about grade level, constraints and location is provided, along with a brief description.

To obtain any of the materials listed in this section, please fill out the form at the end and send it to:

Nancy Hill
Miner LD Center
1101 E. Miner Street
Arlington Heights, IL 60004

You may also call the CSEDI office at (708) 255-6350. The books, videos, etc., may be borrowed for two weeks and renewed for two additional weeks if there has been no request for them. This service is available only to programs within NSSEO and the member districts.

**AVAILABLE CSEDI MATERIALS
OBJECTIVE #1: PERSONAL RESILIENCY**

Elementary Books & Curricula

Lazy Dogs and Snoozing Frogs

A collection of quieting and relaxation activities for helping young children deal with stress.

Smiling At Yourself

A book of activities that educators (as well as parents and other adults) can use to educate children up to age 10 about stress and self esteem.

100 Ways To Enhance Self-Concept In The Classroom

A very up-beat and useful book on building self-esteem. Has ideas that can be used by teachers, parents, or any other adults. The activities are written in narrative form rather than outline, but they are creative and easily adapted.

Esteem Builders

A self-esteem curriculum designed for grades K-8. Includes background information about building self-esteem, a guide for using the curriculum (including sample schedules), and hundreds of activities. Many of the activities include worksheets or other handouts that can be photocopied from the book. A very useful tool.

Smile, You're Worth It!

A self-esteem curriculum and workbook designed to take place over a 10-week period. The activities can be used individually, however. Follow-up activities, motivational sayings and homework are all described.

Project Self-Esteem

A self-esteem program that was originally designed for volunteer parent implementation in the school, but which can also be utilized by classroom teachers. Contains a wide variety of activities for children in grades K-6.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum of the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity. Contains some activities that help facilitate positive self-esteem.

Miraculous Me

A book of self-esteem activities for teachers to use with students. Includes an introductory section discussing the philosophy of self-esteem and the importance of taking care of ourselves first.

Kids InTouch: Together We Grow

A series of lesson plans (recommended for use with 3rd grade) designed to accompany a video series available from the Prevention Resource Center (the High Top Tower Series). The lesson plans can also be used without the video and cover such topics as decision making, self-esteem, communication, and families. Contact the C.S.E.D.I. office about obtaining the video.

Intermediate Books & Curricula

Smiling At Yourself

A book of activities that educators (as well as parents and other adults) can use to educate children up to age 10 about stress and self-esteem.

100 Ways To Enhance Self-Concept In The Classroom

A very up-beat and useful book on building self-esteem. Has ideas that can be used by teachers, parents, or any other adults. The activities are written in narrative form rather than outline, but they are creative and easily adapted.

Esteem Builders

A self-esteem curriculum designed for grades K-8. Includes background information about building self-esteem, a guide for using the curriculum (including sample schedules), and hundreds of activities. Many of the activities include worksheets or other handouts that can be photocopied from the book. A very useful tool.

Smile, You're Worth It!

A self-esteem curriculum and workbook designed to take place over a 10-week period. The activities can be used individually, however. Follow-up activities, motivational sayings, and homework are all described.

Project Self-Esteem

A self-esteem program that was originally designed for volunteer parent implementation in the school, but which can also be utilized by classroom teachers. Contains a wide variety of activities for children in grades K-6.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. Lesson plans and required materials are listed for each activity. Contains some activities that help promote positive self-esteem.

Miraculous Me

A book of self-esteem activities for teachers to use with students. Includes an introductory section discussing the philosophy of self-esteem and the importance of taking care of ourselves first.

Intermediate Audio/Visual Materials

I Like Being Me: Self Esteem

Focuses on self-image issues that are especially relevant to middle school students: school success and friendships. Pinpoints some of the self-defeating behavior patterns common to a student suffering from low self-esteem. Demonstrates simple methods of improving self-esteem.
24 min. Video

Junior High Books & Curricula

100 Ways To Enhance Self-Concept In The Classroom

A very up-beat and useful book on building self-esteem. Has ideas that can be used by teachers, parents, or any other adults. The activities are written in narrative form rather than outline, but they are creative and easily adapted.

Esteem Builders

A self-esteem curriculum designed for grades K-8. Includes background information about building self-esteem, a guide for using the curriculum (including sample schedules), and hundreds of activities. Many of the activities include worksheets or other handouts that can be photocopied from the book. A very useful tool.

Smile, You're Worth It

A self-esteem curriculum and workbook designed to take place over a 10-week period. The activities can be used individually, however. Follow-up activities, motivational sayings and homework are all described.

Project Self-Esteem

A self-esteem program that was originally designed for volunteer parent implementation in the school, but which can also be utilized by classroom teachers. Contains a wide variety of activities for children in grades K-6, many of which can be used with older students.

Me, Myself & I Curriculum

The curriculum that accompanies the video by the same name. Deals with issues regarding self-esteem. Designed for use with the MMI population, but it has been found to be useful with other disabilities.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. Lesson plans and required materials are listed for each activity. Contains some activities designed to promote positive self-esteem.

Miraculous Me

A book of self-esteem activities for teachers to use with students. Although most were designed for elementary students, some could be adapted for use with older students. Includes an introductory section discussing the philosophy of self-esteem and the importance of taking care of ourselves first.

Into Adolescence: Enhancing Self-Esteem

A series of activities and lesson plans for junior high aged students designed to help them improve their self-esteem.

Into Adolescence: Making And Keeping Friends

A series of activities and lesson plans for use with junior high aged students addressing the issue of making and keeping friends. Also addresses self-esteem and the need to be one's own best friend.

Unlocking Doors To Self-Esteem

Activities for junior high and high school students dealing with self-esteem, goal setting, healthy behaviors, and relationships. Some excellent ideas that can be integrated with other curricular materials.

Junior High Audio/Visual Materials

I Like Being Me: Self-Esteem

Focuses on self-image issues that are especially relevant to middle school/junior high students: school success and friendship. Pinpoints some of the self-defeating behaviors common to many teens suffering from low self-esteem. Demonstrates simple methods for improving self-worth.
24 min. Video

The Power Of Choice: Self-Esteem

A film for junior high and high school students on self-esteem. The narrator (Michael Pritchard) is a stand-up comic and youth counselor. The film is a mixture of humor and discussions with high school students about their self-esteem. Focuses on making healthy choices.
30 min. Video

Me, Myself & I

A video about self-esteem that is geared toward the MMI population, but which has also been found useful for students with other disabilities. The film is signed for hearing impaired students. There is also a curriculum which accompanies the film.
15 min. Video

High School Books & Curricula

Fighting Invisible Tigers: A Stress Management Guide For Teens

A book to help teenagers look at the pressures they face each day and how to survive and thrive in the "jungle of life". Appropriate for higher functioning students.

Fighting Invisible Tigers: A Teacher's Guide

A guide for teachers that goes with the student book. Outlines a 12-part course in life skills development.

100 Ways To Enhance Self-Concept In The Classroom

A very up-beat and useful book on building self-esteem. Has ideas that can be used by teachers, parents, or any other adults. The activities are written in narrative form rather than outline, but they are creative and easily adapted.

Smile, You're Worth It!

A self-esteem curriculum and workbook designed to take place over a 10-week period. The activities can be used individually, however. Follow-up activities, motivational sayings, and homework are all described.

Me, Myself & I Curriculum Guide

The curriculum that accompanies the video by the same name. Deals with issues regarding self-esteem. It was designed for use with the MMI population, but has been found beneficial for students with other disabilities.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. Lesson plans and required materials are listed for each activity. Contains some activities designed to promote positive self-esteem.

Entering Adulthood: Connecting Health, Communication And Self-Esteem

A series of activities and lesson plans designed for high school aged students. This material deals with how self-esteem, communication, and the choices we make are all connected.

Unlocking The Doors To Self-Esteem

Activities for junior high and high school students dealing with self-esteem, goal setting, healthy behaviors, and relationships. Some excellent ideas that can be integrated with other curricular materials.

High School Audio/Visual Materials**The Power of Choice: Self-Esteem**

A film for junior high and high school students on self-esteem. The narrator (Michael Pritchard) is a stand-up comic and youth counselor. The film is a mixture of humor and discussions with high school students about their self-esteem. Focuses on making healthy choices.
30 min. Video

Me, Myself & I

A video about self-esteem that is geared toward the MMI population, but is appropriate for students with other disabilities. Also signed for the hearing impaired. Has a curriculum that accompanies the film.
15 min. Video

High School Pamphlets

Teen Esteem!

Teacher Reference Materials**Building Self-Esteem In Children**

A very easy-to-read book about how we as adults can foster self-esteem in children. Outlines over 60 practical principals and shows how each can be used.

The Value Of Youth

A collection of articles discussing adolescence and the development of new youth policies and programs that will better help all young people thrive.

Toward A State Of Self-Esteem

A report from the California Task Force to promote self-esteem and personal and social responsibility. This book outlines their findings and recommendations. A very complete resource on the issue of self-esteem.

Resilience Among High-Risk Youth

One of the best overviews of the research that has been done on resiliency and building protective factors in children. A "must" for anyone working with prevention programs.

Raising Children For Success

An excellent resource for parents (although teachers will also find it beneficial) describing the "significant seven" that children need in order to feel and be successful.

Collections Of Articles

Various articles compiled by C.S.E.D.I. staff on topics relating to students and substance abuse prevention. Topics related to this objective include:

Self-Esteem

Risk Factors And Resiliency

The Encouragement Book

A book that helps us look at ourselves and how we can develop a more positive role in our relationships; to become an "encourager". This ties in closely with the concept of nurturing relationships in resiliency research.

**AVAILABLE CSEDI MATERIALS
OBJECTIVE #2: DRUG INFORMATION**

Elementary Books & Curricula

What's Drunk Mama?

A book for young children of alcoholics which answers some of their questions about what is happening in their home.

The Cat Who Drank Too Much

A book for young children about a cat with a drinking problem and his options for getting help. The metaphor may be a little complex for some students.

My House Is Different

A book for children ages 4-9 about growing up in a chemically dependent home. Based on a dream where a young boy learns to feel good even if his father continues to drink.

Families In Touch Booklets

A series of booklets designed for parents to use with their children. The focus is on substance abuse prevention and other related issues (sex, sexual abuse, AIDS, death, etc.).

Getting In Touch With Your Child (parent)

Getting To Know Me (child)

Learning To Live Drug Free: Curriculum Guide

A K-12 substance abuse curriculum from the U.S. Department of Education. There are some decent activities available for use at each grade level.

Starting Early; An Alcohol Education And Traffic Safety Program For Elementary School

A curriculum from AAA for grades K-6. Includes a teacher's guide for each grade level, filmstrips for some grades, and other materials. The focus is on the effects of alcohol, especially on a person's ability to drive.

Peter Parrot, Private Eye

A storybook for elementary students that focuses on alcohol and its effects. Carries a strong "no use" message for young people.

The Rollercoaster - A Story Of Alcoholism And The Family

A storybook for elementary school students that focuses on alcoholism in the family. Teaches kids that it isn't their fault and that although they can't fix it, they can learn how to take care of themselves.

My Dad Loves Me, My Dad Has A Disease

One of the best books for children about addiction. Useful for elementary school children (younger ones may have to have it read to them) who are living in a home with an addicted parent. There are places for the child to draw pictures or write how they feel which should be done on a separate piece of paper.

The Aware Bears - We Must Say No

A story about alcohol and other drugs and making the healthy choice (saying no).

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity.

You And Me - Tobacco Free

A book of activities designed for the primary grades that help kids look at the realities of tobacco use and make choices to remain tobacco free.

Tobacco Talk: Educating Young Children About Tobacco

A book of suggestions and activities for teaching young children about tobacco. Includes some cute games that can get kids involved and thinking about why they don't want to smoke. For use with kids up to about age 10.

Elementary Audio/Visual Materials**Me, Myself...And Drugs**

Helps elementary students establish informational and motivational awareness of the physical and psychological effects of drug use. Students examine the impact of commercials, adult behaviors, and peer influence on their decisions about drug use.

22 min. Filmstrip w/Cassette (includes discussion guide)

A Story About Feelings

A cartoon about feeling good and people who use chemicals to change how they feel. An excellent description of chemical dependency and recovery.

10 min. Video

Twee, Fiddle And Huff

This film uses the metaphor of a Genie in a bottle to represent alcohol. It shows how alcohol affects the entire family and lets children of alcoholics know that they are not alone. Younger kids will probably need a discussion about the metaphor before seeing the film. Previous information about alcohol and alcoholism is beneficial.

16 min. Video

Drugs, Alcohol And Your Body

A film for younger students that introduces their internal organs and discusses how alcohol and other drugs "pollute" their bodies in the same way chemicals and trash pollute our world. Focuses some on decision making and saying no to peer pressure.

14 min. Video

Intermediate Books & Curricula**My House Is Different**

A book for children ages 4-9 about growing up in a chemically dependent home. Based on a dream where a young boy learns how to feel good even if his father continues to drink.

Families In Touch Booklets

A series of booklets for parents to use with their children. The focus is on substance abuse prevention and other related topics (sex, sexual abuse, AIDS, death, etc.).

Growing Up (parent)

I'm Growing Up (child)

Focus On Marijuana

A book for young readers addressing marijuana: what it is, why people use it, and how to say no.

Focus On Cocaine And Crack

A book for young readers on cocaine and crack. Covers topics such as what cocaine and crack do, the history of their use, and addiction potential. It encourages kids to think carefully before using either drug.

Hope For Young People With Alcoholic Parents

A booklet for upper elementary and junior high age children that explains alcoholism and its effects on the family. The book can help kids understand that they can't control their parent's drinking but they can learn how to take care of themselves.

It's Your Choice Series

A series of teacher materials and interactive student books that help kids make decisions and learn how to say no to the three gateway drugs: tobacco, alcohol, and marijuana. The series includes the following:

Saying No To Tobacco (Teacher's Guide)

Saying No To Alcohol (Teacher's Guide)

Saying No To Marijuana (Teacher's Guide)

Tobacco: The Real Story

Alcohol: The Real Story

Marijuana: The Real Story

Danny's Dilemma

Serena's Secret

Christy's Chance

Learning To Live Drug Free: Curriculum Guide

A K-12 substance abuse curriculum from the U.S. Department of Education. There are some decent activities available for use at each grade level.

Starting Early: An Alcohol Education And Traffic Safety Program For Elementary School

A curriculum from AAA for grades K-6. Includes teacher's guides for each grade level, filmstrips for some grades, and other materials. The focus is on the effects of alcohol, especially with regard to a person's ability to drive.

Peter Parrot, Private Eye

A storybook for elementary students that focuses on alcohol and its effects. Carries a strong "no use" message for young people.

The Rollercoaster - A Story Of Alcoholism And The Family

A storybook for elementary school children that focuses on alcoholism in the family. Teaches kids that it isn't their fault and that although they can't fix it, they can learn to take care of themselves.

My Dad Loves Me, My Dad Has A Disease

One of the best books for children about addiction in the family. Useful for working with kids from families where there is a problem with parental addiction. There are places in the book for the child to draw pictures or write how they feel which should be done on a separate piece of paper.

I Can Talk About What Hurts

A book for children who are living in a home where chemical dependency is an issue. It is written for upper elementary and for junior high aged kids, so some of the words may be hard for kids whose reading skills are below average. In this case a counselor, social worker, psychologist, or teacher could read it with the child. The book encourages kids to break the "No Talk" rule.

The Aware Bears - We Must Say No

A story about alcohol and other drugs and making the healthy choice (saying no).

The Don't Spoil Your Body Book

A book primarily designed for junior high aged kids on their bodies and how drugs affect them. Could also be used with higher functioning intermediate students. The last section has some misleading information on endorphins that gives the impression that when you hurt yourself you will get high. This section should be discussed carefully or skipped.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be used without the actual kit of curricular materials by providing your own. The lesson plans and necessary materials are listed for each activity.

Science And Health Experiments And Demonstrations In Smoking Education

A book of demonstrations and activities that can be used in a science or health class to illustrate the dangers and realities of smoking. Some of the activities are fairly complex. At least one involves having an adult in the room actually smoking and is not recommended.

Choose To Be Tobacco Free

A collection of activities and lesson plans for grades 5-12 addressing the issue of smokeless tobacco. Contains worksheets that can be duplicated for use with a class.

Tobacco Talk: Educating Young Children About Tobacco

A book of suggestions and activities for teaching young children about tobacco. Includes some cute games that can get kids involved and thinking about why they don't want to smoke. For use with kids up to about age 10.

Intermediate Audio Visual Materials**Me, Myself....And Drugs**

Helps elementary students establish informational and motivational awareness of the physical and psychological effects of drug use. Students examine the impact of commercials, adult behavior, and peer influence on their decisions to use drugs.

22 min. Filmstrip w/Cassette (includes discussion guide)

A Story About Feelings

A cartoon about feeling good and people who use chemicals to change how they feel. An excellent description of chemical dependency and recovery.

10 min. Video

Twee, Fiddle And Huff

This film uses the metaphor of a Genie in a bottle to represent alcohol. Shows how alcoholism affects the whole family and lets children of alcoholics know they are not alone. Lower functioning students will need a discussion about the metaphor before viewing the film. Previous information about alcoholism is beneficial.

16 min. Video

You Can Choose! Saying No (To Smoking)

A film for grades 3-6 about smoking and peer pressure. The narrator (Michael Pritchard) is a stand-up comic and youth counselor. He uses a variety of humor, skits, and discussions with kids to address this topic. Focuses on making healthy choices and saying no to smoking.

28 min. Video

Drugs, Alcohol And Your Body

A film for younger students that introduces their internal organs and discusses how alcohol and other drugs "pollute" their bodies in the same way that chemicals and trash pollute our world. Addresses decision making and saying no to peer pressure. May be too "cutesy" for some upper level intermediate students.

14 min. Video

Junior High Books & Curricula**Max's Assignment**

A story which includes an essay written by a junior high student about drugs and alcohol.

If Drugs Are So Bad, Why Do So Many People Use Them?

A booklet for young teens which discusses why people use drugs and some of the consequences of drug use.

Ms. Cramm On Pot: The Real Story About Marijuana

A booklet for teens about marijuana and the consequences of use. Ms. Cramm is a biology teacher with a knack for reaching kids and getting them to look at drug use differently.

Rule Of The Szak King: A Smoke Free Adventure On The Planet Quark

A booklet about nicotine. Two kids build a time machine and end up on a different planet where people are forced to smoke. Ends with ways to say no.

Families In Touch Booklets

A series of booklets designed for parents to use with their children. The focus is on substance abuse prevention and other related issues (sex, sexual abuse, AIDS, death, etc.)

Staying In Touch (parent)

Older, But Not Old Enough (child)

Alateen - Hope For Children Of Alcoholics

Tells the story of Alateen, a 12-step support program for teenagers whose lives are being affected by someone else's drinking problem. Includes personal stories as well as a description of how the program works.

Everything You Need To Know About Smoking

A reference book for junior high and high school students about tobacco and its use. Talks about why people smoke and why it is so hard to stop. Addresses the physical damage from smoking and addiction to nicotine. Offers help for quitting smoking.

Everything You Need To Know About Drug Abuse

A reference book for junior high and high school students. Covers most drugs including tobacco, alcohol, and caffeine. Discusses their actions in the body, the dangers of drug use, and how people can get help for a drug problem.

Focus On Marijuana

A book for late elementary and early junior high students addressing marijuana. The book discusses what it is, why people use it, and how to say no.

Focus On Cocaine And Crack

A book for late elementary and early junior high students about cocaine and crack. Covers topics such as what cocaine and crack do, the history of their use, and addiction potential. Encourages kids to think carefully before using either drug.

The Secret Everyone Knows

A booklet for children of alcoholics that addresses the issue of the "No Talk" rule and keeping things secret. Encourages kids to talk to someone about the secret so they won't have to feel so alone.

Hope For Young People With Alcoholic Parents

A booklet for upper elementary and junior high age children that explains alcoholism and its effects on the family. The book can help kids understand that they can't control their parent's drinking, but they can learn how to take care of themselves.

Drugs, Cigarettes, And Alcohol

A competency-based education program from the Los Angeles Unified School District. It deals with cigarettes, alcohol, and other drugs. The curriculum includes an instructor's folder with a teacher's guide and handouts.

Real Facts - The Truth About Drugs

A workbook for students using composite stories of kids to make important points about alcohol and other drugs. Each unit is followed by written activities for students to complete and discussion questions for the class.

Everything You Need To Know About Alcohol

A reference book for junior high and high school students on alcohol, alcoholism, and how to get help. Addresses the disease concept of addiction as well as the effects on the family.

It's Your Choice Series

A series of teacher materials and interactive student books that help kids make decisions and learn how to say no to the three gateway drugs: tobacco, alcohol, and marijuana. The series includes the following:

- Saying No To Tobacco (Teacher's Guide)
- Saying No To Alcohol (Teacher's Guide)
- Saying No To Marijuana (Teacher's Guide)
- Tobacco: The Real Story
- Alcohol: The Real Story
- Marijuana: The Real Story
- Danny's Dilemma
- Serena's Secret
- Christy's Chance

Learning To Live Drug Free: Curriculum Guide

A K-12 substance abuse curriculum from the U.S. Department of Education. There are some decent activities available for use at each grade level.

The Medical Consequences Of Alcoholism

This is a stand-up flip chart with very graphic pictures of some of the damage done by alcoholism such as liver damage, cancer, heart disease, etc. For use primarily with upper level junior high and high school students.

Marijuana: How Much Of A Gamble?

A stand-up flip chart outlining the consequences of marijuana and some of the myths about its use. Contains information for the teacher to help dispel these myths. For use with upper level junior high and high school students.

Articles For Student Research

A collection of articles from a variety of periodicals that can be used for student research. Articles include such topics as: alcohol, cocaine and cocaine babies, smoking, legal issues of alcohol and other drug use, advertising, marijuana, drinking and driving, etc. See the end of Unit #2 for a full listing.

I Can Talk About What Hurts

A book for kids who are living in a home where chemical dependency is an issue. It is written for upper level elementary and for junior high aged students, but some of the words may be difficult for students whose reading skills are below average. In this case a counselor, social worker, psychologist, or teacher could read it with the child. The book encourages kids to break the "No Talk" rule.

Drug Questions And Answers

Using a question and answer format, information about alcohol and other drugs (including nicotine and caffeine) is presented for students in grades 6-9. Many sections also have some activities for the students to complete (please photocopy or answer on a separate sheet of paper).

The Don't Spoil Your Body Book

A book primarily designed for junior high aged kids on their bodies and how drugs affect them. The last section has some misleading information on endorphins that gives the impression that when you hurt yourself you will get high. This section should be discussed carefully or skipped.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity.

Science And Health Experiments And Demonstrations In Smoking Education

A book of demonstrations and activities that can be used in a science or health class to illustrate the dangers and realities of smoking. The activities vary in complexity and appropriateness. At least one involves having an adult in the class actually smoking and is not recommended.

Choose To Be Tobacco Free

A collection of activities and lesson plans for grades 5-12 addressing the issue of smokeless tobacco. Contains worksheets that can be duplicated for use with a class.

Steroids For Strength?

A teacher's guide and student workbook discussing the issue of steroid use. There are some worksheets in the student book that could be copied for class use along with the information. Geared toward upper junior high and high school. The one negative is that there is a page on anorexia at the end that does not seem to fit with the rest (although the information is accurate).

Into Adolescence: Living Without Tobacco

A curriculum designed for grades 5-8 that deals with smoking and other forms of tobacco use. Has a variety of activities that can be used individually or as a whole curriculum.

Into Adolescence: Avoiding Drugs

A series of activities and lesson plans for junior high aged students discussing alcohol and other drugs. Contains information about the more commonly used drugs and includes skills for making healthy choices and resisting peer pressure.

Junior High Audio/Visual Materials

The Truth About Alcohol

A film that dispels some of the myths about alcohol for junior high students. Discusses what it is, how it acts on the body, and why young people are so vulnerable to its dangers. Also touches on drinking and driving and alcoholic families.

20 min. Video

Junior High Pamphlets

Cigarettes! Eriko And Nate Talk To Teens

About Tobacco

Drug Facts

Hazeldon Drug Series:

Drugs and Addiction

Drugs and Trouble At Home

Drugs and Fitting In

Drugs Mean Alcohol Too!

Drugs On The Street

Junior High Games

Smokers Roulette

A game where students spin a roulette wheel and accumulate points based on the type of damage caused by smoking. Illustrates how the longer a person smokes the more the damage adds up.

High School Books

Callie's Way Home

A story for teens about a girl who is returning home from chemical dependency treatment and the struggles she has to face.

Alateen - Hope For Children Of Alcoholics

Tells the story of Alateen - a 12-step support program for teenagers whose lives are being affected by someone else's drinking problem. Includes personal stories as well as a description of how the program works.

Everything You Need To Know About Smoking

A reference book for junior high and high school students about tobacco and its use. Talks about why people smoke and why it is so hard to stop. Addresses the physical effects of smoking and addiction to nicotine. Offers help for quitting smoking.

Everything You Need To Know About Drug Abuse

A reference book for junior high and high school students. Covers most drugs including tobacco, alcohol, and caffeine. Discusses their actions in the body, the dangers of drug use, and how people can get help for a drug problem.

A Teenager's Guide To Living With An Alcoholic Parent

A comprehensive guide that answers many of the questions teenagers have about their parent's alcoholism. Discusses issues such as expression of feelings, school, friends and dating, alcoholism, and responsibility.

The Secret Everyone Knows

A booklet for children of alcoholics that addresses the issue of the "No Talk" rule and keeping things secret. Encourages kids to talk to someone about the secret so they won't feel so alone.

Drugs, Cigarettes, And Alcohol

A competency-based education program from the Los Angeles Unified School District. It deals with cigarettes, alcohol, and other drugs. Includes an instructor's folder with a teacher's guide and handouts.

Real Fact - The Truth About Drugs

A workbook for students using composite stories of kids to make important points about alcohol and other drugs. Each unit is followed by written activities for students to complete and discussion questions for the class.

Everything You Need To Know About Alcohol

A reference book for junior high and high school students on alcohol, alcoholism, and how to get help. Addresses the disease concept of addiction as well as the effects on the family.

Self-Discovery: Using Skills To Make Tough Choices - Alcohol And Drugs

A teacher's guide and student workbook that deals with alcohol, marijuana, and other drugs. Also focuses on how to make decisions about them and say no to friends.

Learning To Live Drug-Free: Curriculum Guide

A K-12 substance abuse curriculum from the U.S. Department of Education. There are some decent activities available for use at each grade level.

The Medical Consequences Of Alcoholism

This is a stand-up flip chart with very graphic pictures of some of the damage done by alcoholism such as liver damage, cancer, heart disease, etc. For use primarily with upper level junior high and high school students.

Marijuana: How Much Of A Gamble?

A stand-up flip chart outlining the consequences of marijuana use and the myths. Contains information for the teacher to help dispel these myths. For use with upper level junior high and high school students.

Articles For Student Research

A collection of articles from a variety of periodicals that can be used for student research. Articles include such topics as: alcohol, cocaine and cocaine babies, smoking, legal issues about alcohol and other drug use, advertising, marijuana, and drinking and driving. See the end of Unit #2 for a full listing.

Drug Questions And Answers

Using a question and answer format, information about alcohol and other drugs (including nicotine and caffeine) is presented. Many sections also have some activities for the students to complete (please photocopy or answer on a separate sheet of paper). Although it is written for grades 6-9, it could be used with high school students.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity.

Science And Health Experiments And Demonstrations In Smoking Education

A book of demonstrations and activities that can be used in a science or health class to illustrate the dangers and realities of smoking. Although most are written at the intermediate or junior high level, many can also be used with high school students. They range in complexity and appropriateness. At least one involves having an adult in the room actually smoking and is not recommended.

Choose To Be Tobacco Free

A collection of activities and lesson plans for grade 5-12 addressing the issue of smokeless tobacco. Contains worksheets that can be duplicated for use with a class.

High School Audio/Visual Materials**Are You Talking To Me?**

Features students performing real-life situations ranging from experimentation with alcohol and other gateway drugs to involvement with cocaine, crack, and heroin. The up-to-date film highlights the effects of substance abuse on every aspect of a user's life: family, friends, school, and work. An activity based on this video is included in Unit #1 (entitled HURTFUL AND HELPFUL BEHAVIORS).
26 min. Video

High School Pamphlets

Cigarettes! Eriko And Nate Talk To Teens

About Tobacco

Drug Facts

Hazeldon Drug Series:

Drugs and Addiction
Drugs and Trouble At Home
Drugs and Fitting In
Drugs Mean Alcohol Too!
Drugs On The Street

Teacher Reference Materials**What, When & How To Talk To Students About Alcohol And Other Drugs: A Guide For Teachers**

Provides teachers with guidelines and information necessary to teach kids how to make healthy decisions concerning alcohol and other drug use.

When Chemicals Come To School: The Student Assistance Program Model

A comprehensive guide to student assistance programming for educators concerned about student use of alcohol and other drugs.

Hot Topics Series: Drug Abuse

A series of articles put together by Phi Delta Kappa. Primary categories of articles include identification of alcohol and drug use in students, determinants of drug abuse, drug abuse and schools, drug abuse and students, drug abuse and parents, and drug abuse prevention.

Educator's Guide To Drug Prevention

This guidebook suggests a process for designing drug prevention and education programs. It is intended for school administrators, but has useful ideas and strategies for anyone concerned about this issue.

Craving For Ecstasy: The Consciousness And Chemistry Of Escape

A new look at all addictions from the standpoint of new research on the biological, chemical, and psychological processes leading to them. Written in fairly easy to understand terms, even when discussing brain chemistry.

Getting Tough On Gateway Drugs: A Guide For The Family

A book describing adolescent drug use and the gateway drugs (alcohol, marijuana, and cocaine). Discusses how parents and communities can respond.

Harmfully Involved

Points out the early signs of alcohol and other drug problems as they appear in school. Outlines what a school or district can do to educate and intervene.

Loosening The Grip: A Handbook Of Alcohol Information

One of the best and most useful textbooks on alcoholism. Contains basic information that professionals need to know about addiction in easy to understand terms. Cute cartoons throughout!

Alcoholics Anonymous

The best resource available for understanding addiction. Discusses alcoholism, what it is, and how to recover. AA has been the most effective method of recovery and this book is the resource that explains that process. Also includes personal stories of some of the early members of AA.

Children Of Alcoholics

Discusses some of the effects of alcoholism on infants and young children. Reviews research findings and suggests ways to avoid or eliminate the problems generally encountered by children of alcoholics.

Another Chance - Hope For The Alcoholic Family

One of the best books available on the family disease of addiction. It describes the effects on each family member and the survival roles that each person takes on. Provides information on recovery for each family member.

"It Will Never Happen To Me!"

One of the best known books describing what happens to children growing up in a chemically dependent family. Offers guidelines and help so that these children can continue into adulthood able to live healthy and happy lives.

Collections Of Articles

Various articles compiled by C.S.E.D.I. staff covering topics related to young people and alcohol and other drug use. Topics include:

- Alcohol and Alcoholism
- Marijuana
- Risk and Protective Factors
- Nicotine
- Gangs
- Cocaine, Crack, and Ice
- Children Of Alcoholics and Drug Addicts
- Adolescent Alcohol and Drug Use

**AVAILABLE CSEDI MATERIALS
OBJECTIVE #3: DECISION MAKING**

Elementary Books & Curricula

Families In Touch Booklets

A series of booklets designed for parents to use with their children. The focus is on substance abuse prevention and other related issues (sex, sexual abuse, AIDS, death, etc.).

Getting In Touch With Your Child (parent)

Getting To Know Me (child)

Too Smart For Trouble

A story for elementary ages about peer pressure and making good choices. Uses a dog as one of the narrators. At the end asks kids to practice making choices in several situations. Good for class discussion. The reading level may be a little hard in the early grades, but the teacher could read the story and use it to discuss this issue.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials. The lesson plans and required materials are listed for each activity. A few of the activities address decision making skills.

Kids InTouch: Together We Grow

A series of lesson plans (recommended for use with 3rd grade) designed to accompany a video series available from the Performance Resource Center (the High Top Tower series). The lesson plans can also be used individually and cover such topics as decision making, communication, families, and self-esteem. Contact the C.S.E.D.I. office about obtaining the video.

Elementary Audio/Visual Materials

Fighting Drugs & More!

Songs for making good choices. Teaches the lessons kids need most with the music they love most
Audio Cassette

Me, Myself...And Drugs

Helps elementary students establish informational and motivational awareness of the physical and psychological effects of drugs and the dangers of drug use. Students examine the impact of commercials, adult behavior, and peer influence on their decisions to use drugs.

22 min. Filmstrip w/Cassette (includes discussion guide)

Drugs, Alcohol And Your Body

A film for younger students that introduces their internal organs and discusses how alcohol and other drugs "pollute" their bodies in the same way that chemicals and trash pollute our world. Focuses some on decision making and saying no to peer pressure.
14 min. Video

Intermediate Books & Curricula

Families In Touch Booklets

A series of booklets designed for parents to use with their children. The focus is on substance abuse prevention and other related issues (sex, sexual abuse, AIDS, death, etc.).

Growing Up (parent)
I'm Growing Up (child)

It's Your Choice Series

A series of teacher materials and interactive student books that help kids make decisions and learn how to say no to the three gateway drugs: tobacco, alcohol, and marijuana. The series includes the following:

Saying No To Tobacco (Teacher's Guide)
Saying No To Alcohol (Teacher's Guide)
Saying No To Marijuana (Teacher's Guide)
Tobacco: The Real Story
Alcohol: The Real Story
Marijuana: The Real Story
Danny's Dilemma
Serena's Secret
Christy's Chance

Too Smart For Trouble

A story for elementary ages about peer pressure and making good choices. Uses a dog as one of the narrators. At the end asks kids to practice making choices in several situations. Good for class discussion.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity. There are a few activities included on decision making.

Intermediate Audio/Visual Materials

Fighting Drugs & More!

Songs for making good choices. Teaches the lessons kids need most with the music they love most.
Audio Cassette

Me, Myself...And Drugs

Helps elementary students establish informational and motivational awareness of the physical and psychological effects of drugs and the dangers of drug use. Students examine the impact of commercials, adult behavior, and peer influence on decisions to use drugs.

22 min. Filmstrip w/Cassette (includes discussion guide)

I Don't Know What To Do: Decision-Making Skills

A video that defines decision-making skills and shows how they can be used effectively in typical everyday situations. These skills involve the problem-solving process as well as learning to listen to your feelings. The video is divided into several parts that can be used on different days.

45 min. Video

You Can Choose! Saying No (To Smoking)

A film for grades 3-6 about smoking and peer pressure. The narrator (Michael Pritchard) is a stand-up comic and youth counselor. He uses a variety of humor, skits, and discussions with kids to address this topic. Focuses on making healthy choices.

28 min. Video

Drugs, Alcohol And Your Body

A film for younger students that introduces their internal organs and discusses how alcohol and other drugs "pollute" their bodies in the same way that chemicals and trash pollute our world. Focuses some on decision making and saying no to peer pressure. May be too "cutesy" for some older students.

14 min. Video

Junior High Books & Curricula**Families In Touch Booklets**

A series of booklets designed for parents to use with their children. The focus is on substance abuse prevention and other related issues (sex, sexual abuse, AIDS, death, etc.).

Staying In Touch (parent)

Older, But Not Old Enough (child)

It's Your Choice Series

A series of teacher materials and interactive student books that helps kids make decisions and learn how to say no to the three gateway drugs: tobacco, alcohol, and marijuana. The series includes the following:

Saying No To Tobacco (Teacher's Guide)

Saying No To Alcohol (Teacher's Guide)

Saying No To Marijuana (Teacher's Guide)

Tobacco: The Real Story

Alcohol: The Real Story

Marijuana: The Real Story

Danny's Dilemma

Serena's Secret

Christy's Chance

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity. There are a few activities included on decision making.

Into Adolescence: Avoiding Drugs

A series of activities and lesson plans for junior high aged students discussing alcohol and other drugs. Contains information about the more commonly used drugs as well as skills for making healthy choices and resisting peer pressure.

Junior High Games**Stop, Think & Go**

A game for 2-4 players with questions about self-image, family, peer pressure, and decision making. Provides practice in skills related to resisting drugs. Includes the board game and a teacher's guide.

Junior High Audio/Visual Materials**Fighting Drugs & More!**

Songs for making good choices. Teaches the lessons kids need the most with the music they love the most.
Audio Cassette

I Don't Know What To Do: Decision-Making Skills

A video that defines decision-making skills and shows how they can be used effectively in typical everyday situations. These skills involve the problem-solving process as well as learning to listen to your feelings. The video is divided into several sections which can shown on different days.
45 min. Video

High School Books & Curricula**Self-Discovery: Using Skills To Make Tough Choices - Alcohol And Drugs**

A teacher's guide and student workbook that deals with alcohol, tobacco, pot, and other drugs. Focuses on how to make decisions about them and say no to friends.

Self-Discovery: Developing Skills

A teacher's guide and student workbook dealing with goal setting, feelings, stress management, relationships, and decision-making.

Your Decision

A decision-making guide for high school students. The story unfolds depending on the choices they make regarding alcohol, other drugs, and sex. Can be used for generating class discussions, but some of the material could be controversial so the teacher should preview it before attempting to use it. There are two versions of the story, one for girls and one for boys.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be used without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity. There are a few activities on decision making.

Entering Adulthood: Connecting Health, Communication And Self-Esteem

A series of activities and lesson plans for high school aged students. This material deals with how self-esteem, communication, and the decisions we make regarding behaviors are all connected.

High School Audio/Visual Materials

Fighting Drugs & More!

Songs for making good choices. Teaches the lessons kids need the most with the music they love the most.

Audio Cassette

**AVAILABLE CSEDI MATERIALS
OBJECTIVE #4: RESISTING PRESSURE**

Elementary Books & Curricula

Peer Pressure Reversal: An Adult Guide To Developing A Responsible Child

A step-by-step guide for teaching kids how to resist peer pressure. Much of it is written with parents in mind, but it can also be adapted to the classroom.

The Aware Bears - We Must Say No

A story about saying no to alcohol and other drugs and how to stand up to pressure to use.

Too Smart For Trouble

A story for elementary ages about peer pressure and making good choices. Uses a dog as one of the narrators. At the end it asks kids to practice making choices in several situations. With younger grades it will probably have to be read by the teacher, but it still makes a good tool for class discussion.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity. Contains some activities about peer pressure.

Elementary Audio/Visual Materials

Drugs, Alcohol And Your Body

A film for younger students that introduces their internal organs and discusses how alcohol and other drugs "pollute" their bodies in the same way the chemicals and trash pollute our world. Focuses some on decision making and saying no to peer pressure.
14 min. Video

Intermediate Books

Focus On Marijuana

A book for young readers addressing marijuana: what it is, why people use it, and how to say no.

Peer Pressure Reversal - An Adult Guide To Developing A Responsible Child

A step-by-step guide for teaching kids how to resist peer pressure. Much of it is written with parents in mind, but it can also be adapted to the classroom.

It's Your Choice Series

A series of teacher materials and interactive student books that help kids make decisions and learn how to say no to the three gateway drugs: tobacco, alcohol, and marijuana. The series includes the following:

Saying No To Tobacco (Teacher's Guide)
Saying No To Alcohol (Teacher's Guide)
Saying No To Marijuana (Teacher's Guide)
Tobacco: The Real Story
Alcohol: The Real Story
Marijuana: The Real Story
Danny's Dilemma
Serena's Secret
Christy's Chance

The Aware Bears - We Must Say No

A story for elementary students about alcohol and other drugs and the need to resist pressure to use. Some older intermediate students may find the book too young in its delivery.

Too Smart For Trouble

A story for elementary ages about peer pressure and making good choices. Uses a dog as one of the narrators. At the end it asks kids to practice making choices in several situations. Good for class discussion or for role playing.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity. Contains some activities on resisting peer pressure.

Intermediate Audio/Visual Materials**You Can Choose! Saying No (To Smoking)**

A film for grades 3-6 about smoking and peer pressure. The narrator (Michael Pritchard) is a stand-up comic and youth counselor. He uses a variety of humor, skits, and discussions with kids to address this topic. Focuses on making healthy choices.

28 min. Video

You Can Say No: Here's How

Students are introduced to their own "bill of rights" by a radio commentator, Dr. Advice. Viewers are presented with a variety of situations in which the on-screen teenagers learn to stand up for their own rights in a responsible ways.

23 min. Video

Drugs, Alcohol And Your Body

A film for younger students that introduces their internal organs and discusses how alcohol and other drugs "pollute" their bodies in the same way that chemicals and trash pollute our world. Focuses some on decision making and saying no to peer pressure. Some of the older kids may find it too "cutesy".

14 min. Video

Junior High Books & Curricula

Rule Of The Szak King: A Smoke Free Adventure On The Planet Quark

A booklet about nicotine. Two kids build a time machine and end up on a different planet where people are forced to smoke. Ends with ways to say no.

Focus On Marijuana

A book for upper elementary and early junior high age students addressing marijuana: what it is, why people use it, and how to say no.

Peer Pressure Reversal: An Adult Guide To Developing A Responsible Child

A step-by-step guide for teaching kids how to resist peer pressure. Much of it is written with parents in mind, but it can also be adapted to the classroom.

It's Your Choice Series

A series of teacher materials and interactive student books that help kids make decisions and learn how to say no to the three gateway drugs: tobacco, alcohol, and marijuana. The series includes the following:

- Saying No To Tobacco (Teacher's Guide)
- Saying No To Alcohol (Teacher's Guide)
- Saying No To Marijuana (Teacher's Guide)
- Tobacco: The Real Story
- Alcohol: The Real Story
- Marijuana: The Real Story
- Danny's Dilemma
- Serena's Secret
- Christy's Chance

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activity. Contains some activities on resisting peer pressure.

Into Adolescence: Avoiding Drugs

A series of activities and lesson plans for junior high age students discussing alcohol and other drugs. Contains information about the more commonly used drugs as well as skills for making healthy decisions and resisting peer pressure.

Junior High Audio/Visual Materials

Drugs, Your Friends & You: Handling Peer Pressure

A two part video that can be shown in its entirety or over two days. Covers ways to say "no" to pressure to use alcohol or other drugs.
26 min. Video

Peer Pressure, Drugs & You

A two part video that can be shown in its entirety or over two days. Examines how peer pressure works and ways to resist it through the principles of assertiveness.
32 min. Video

You Can Say No: Here's How

Students are introduced to their own "bill of rights" by a radio commentator, Dr. Advice. Viewers are presented with a variety of situations in which the on-screen teenagers learn to stand up for their own rights in a responsible way.
23 min. Video

High School Books & Curricula**How To Say No And Keep Your Friends**

A guide for high school students about saying no without ruining their friendships. Offers concrete steps and specific examples to help kids understand how to resist peer pressure.

Peer Pressure Reversal: An Adult Guide To Developing A Responsible Child

A step-by-step guide for teaching kids how to resist peer pressure. Much of it is written with parents in mind, but it can also be adapted to the classroom.

Self-Discovery: Using Skills To Make Tough Choice - Alcohol And Drugs

A teacher's guide and student workbook dealing with alcohol, tobacco, marijuana, and other drugs. It focuses on how to make decisions about them and say no to friends.

Self-Discovery: Developing Skills

A teacher's guide and student workbook dealing with goal-setting, feelings, stress management, relationships, and decision-making.

Here's Looking At You, 2000 - Teacher's Guide

The K-12 teacher's guide that accompanies the drug prevention curriculum by the same name. Many of the activities listed under each grade level can be done without the actual kit of curricular materials by providing your own. The lesson plans and required materials are listed for each activities. Contains some activities on resisting peer pressure.

Entering Adulthood: Examining Drugs And Risks

A series of activities and lesson plans designed for high school aged students discussing alcohol and other drug use. Addresses why people choose to use drugs, the dangers, and how they can resist peer pressure to use.

High School Audio/Visual Materials**Drugs, Your Friends & You: Handling Peer Pressure**

A two part video that can be shown in its entirety or over two days. It deals with ways to say "no" to pressure to use alcohol or other drugs.
26 min. Video

Peer Pressure, Drugs & You

A two part video that can be shown in its entirety or over two days. Examines how peer pressure works and ways to resist through the principles of assertiveness.
32 min. Video

AVAILABLE CSEDI MATERIALS
OBJECTIVE #5: NURTURING RELATIONSHIPS

Elementary Books & Curricula

What's Drunk Mama?

A book for young children of alcoholics which answers some of their questions about what is happening at home. Can encourage kids to talk to a trusted adult about their feelings.

My House Is Different

A book for children ages 4-9 about growing up in a chemically dependent home. Based on a dream where a young boy learns how to feel good even if his father continues to drink.

The Rollercoaster - A Story Of Alcoholism And The Family

A storybook for elementary school students that focuses on alcoholism in the family. Teaches kids that it isn't their fault and that although they can't fix it, they can learn to take care of themselves and talk to other people about their feelings.

My Dad Loves Me, My Dad Has A Disease

One of the best books for children about addiction. There are places for children to draw pictures or write how they feel which can be done on a separate piece of paper. A good tool for generating discussion between an adult and the child.

The Aware Bears - What's The Difference?

A book for younger children about cultural differences and accepting other people. Contains some good lessons about relationships, acceptance, and feeling special.

The Aware Bears - You're OK

A book for younger children about who to trust and who they can turn to when they need help.

Elementary Audio/Video Materials

Twee, Fiddle And Huff

This film uses the metaphor of a Genie in a bottle to represent alcohol. Shows how alcoholism affects the whole family and how important it is to be able to find an adult you can talk to. Lets children of alcoholics know they are not alone. For younger or lower functioning kids, the metaphor may need some explanation prior to viewing the film. Previous discussion of alcohol and alcoholism is beneficial.

16 min. video

Intermediate Books & Curricula

My House Is Different

A book for children ages 4-9 about growing up in a chemically dependent home. Based on a dream where a young boy learns how to feel good even if his father continues to drink.

Hope For Young People With Alcoholic Parents

A booklet for upper elementary and junior high age children that explains alcoholism and its effects on the family. The book can help kids understand that they can't control their parent's drinking, but they can learn to take care of themselves.

The Rollercoaster - A Story Of Alcoholism And The Family

A storybook for elementary school students that focuses on alcoholism in the family. Teaches kids that it isn't their fault and that although they can't fix it, they can learn to take care of themselves and talk about their feelings.

My Dad Loves Me, My Dad Has A Disease

One of the best books for children about addiction. There are places for the child to draw pictures or write about how they feel which can be done on a separate piece of paper. A good tool for generating a discussion between the adult and child.

I Can Talk About What Hurts

A book for kids who are living in a home where chemical dependency is an issue. It is written for upper elementary and for junior high aged kids, but some of the words may be hard for kids whose reading skills are poor. In this case a counselor, social worker, psychologist, or teacher could read it with the child as a way to initiate a discussion. The book encourages kids to break the "No Talk" rule of the family.

The Aware Bears - What's The Difference?

A story for younger students about cultural differences and acceptance. Has some good information about relationships, acceptance, and feeling special.

The Aware Bears - You're OK

A story for younger students about who to trust and who they can turn to for help.

Intermediate Audio/Video Materials**Twee, Fiddle And Huff**

This film uses the metaphor of a Genie in a bottle to represent alcohol. Shows how alcoholism affects the whole family, and how important it is for kids to find a trusted adult that they can talk to. Lets children of alcoholics know that they are not alone. Lower functioning kids may need some preliminary explanation to understand the metaphor. Previous discussion of alcohol and alcoholism is beneficial.

16 min. Video

Junior High Books & Curricula**Alateen - Hope For Children Of Alcoholics**

Tells the story of Alateen - a 12-Step support program for teenagers whose lives are being affected by someone else's drinking problem. Includes personal stories as well as a description of how the program works.

The Secret Everyone Knows

A booklet for children of alcoholics that addresses the issue of the "No Talk" rule and keeping things secret. Encourages kids to talk to someone about the secret so they won't feel so alone.

Hope For Young People With Alcoholic Parents

A booklet for upper elementary and junior high age children that explains alcoholism and its effects on the family. The book can help kids learn that they can't control their parent's drinking, but they can learn how to take care of themselves.

My Dad Loves Me, My Dad Has A Disease

One of the best books for children about addiction. It is written more for elementary students, but could possibly be used for younger junior high students (although some might find it "childish"). There are places for the child to draw pictures or write how they feel which can be done on a separate piece of paper. A useful tool for initiating a discussion with the child.

I Can Talk About What Hurts

A book for kids who are living in a home where chemical dependency is an issue. It is written for upper elementary and junior high aged kids, but some of the words may be hard for kids whose reading skills are poor. In this case a counselor, social worker, psychologist, or teacher could read it with the child and use it as a means of initiating discussion. The book encourages kids to break the "No Talk" rule.

High School Books & Curricula**Alateen - Hope For Children Of Alcoholics**

Tells the story of Alateen - a 12-Step support program for teenagers whose lives are being affected by someone else's drinking problem. Includes personal stories as well as a description of how the program works.

A Teenager's Guide To Living With An Alcoholic Parent

A comprehensive guide that answers many of the questions teenagers have about their parent's alcoholism. Discusses issues such as expression of feelings, school, friends and dating, alcoholism, and responsibility.

The Secret Everyone Knows

A booklet for children of alcoholics that addresses the issue of the "No Talk" rule and keeping things secret. Encourages kids to talk to someone about the secret so they won't feel so alone.

Teacher Reference Materials**Building Self-Esteem In Children**

A very easy-to-read book about how we as adults can foster self-esteem in children. Outlines over 60 practical principles and shows how each can be used.

Resilience Among High Risk Youth

One of the best overviews of the research that has been done on resiliency and building protective factors in children. A "must" for anyone working with prevention programs.

Becoming Naturally Therapeutic

Describes 10 personal characteristics which correlate highly with the ability to be therapeutic. Written for addiction counselors, but can be applied to other relationships of influence.

Raising Children For Success

An excellent resource for parents (although teachers can use some of the information) describing the "significant seven" that children need in order to feel and be successful.

Collections Of Articles

Various articles compiled by the C.S.E.D.I. staff relating to topics such as:
Risk And Protective Factors
Self-Esteem

The Encouragement Book

A book that helps us look at ourselves and how we can develop a more positive role in our relationships; to become an encourager. This ties in closely with the concept of nurturing relationships in resiliency research.

Peoplemaking

A book from the "grandmother" of family therapy about family structure and interaction. Some of the principles can also help school personnel who want to build more nurturing and healthy relationships in the classroom.

Codependent No More - How To Stop Controlling Others And Start Caring For Yourself

Often educators fall into the trap of codependency and end up developing relationships with students that are unhealthy and destructive for both parties. This book, although written from the perspective of family codependency, can help to break that cycle and move to more nurturing relationships.

**AVAILABLE CSEDI MATERIALS
OBJECTIVE #6: HEALTHY ALTERNATIVES**

Poster - All Levels

What's There To Do Besides Drugs? Lots!

A bright poster that shows many of the healthy alternatives to drug use. Appropriate for all grade levels.

High School Books & Curricula

When To Say Yes! And Make More Friends

A guide for high school students to help them become a positive influence in school. Topics such as how to make friends, join in, and make a difference are all covered.

Junior High And High School Audio/Video Materials

High On Life

Examines what kids are looking for in the drug experience and emphasizes that these same needs can be achieved naturally and constructively without resorting to chemicals.

9 min. Filmstrip w/Cassette

10 min. Filmstrip w/Cassette

Go For It: Natural Highs

Examples of ways to get high without drugs - through achievement, creativity, and physical exertion.

30 min. Video

Teacher Reference Materials

The Complete Handbook Of Peer Counseling

A guide for the organization, training, implementation, and evaluation of a peer counseling program

Positive Peer Groups

A concrete, easy to follow guide for establishing positive peer pressure using kids as the driving force. Gives examples of several positive peer groups that were started in a school using this plan.

Behavior In Small Groups

A text on how groups function (and don't function). Good resource for someone facilitating support groups.

Conducting Support Groups - For Students Affected By Chemical Dependence

A practical, how-to book on setting up support groups in school for children of alcoholics, drug involved kids, and recovering kids. Contains specific techniques and solutions to typical problems.

RECOMMENDED ACTIVITIES FROM OTHER SOURCES

The following activities have been drawn from a number of sources available through the CSEDI Project. An order form is included at the end of this section. Activities were chosen if they appeared to match both current research and the needs of special education students. As of November 1991, the following curricula have been reviewed:

Here's Looking at You 2000
Into Adolescence: Avoiding Drugs
Learning to Live Drug Free
Leisure Education Curriculum
Miraculous Me
Project Oz - A Special Message
Together We Grow

UNIT 1: PERSONAL RESILIENCY**SELF-ESTEEM**

Activity: Good Person

Grade Level: K--3

Description: Students create a "Good Person Shield" for themselves that shows things they are good at and that make them feel good about themselves. These can then be posted on a bulletin board.

Constraints: None

Location: Learning To Live Drug Free, Part II, page 6.

Activity: Me Tree

Grade Level: K--8

Description: Children create a tree highlighting their particular talents and interests. Can be done using words or pictures depending on writing ability.

Constraints: None

Location: Miraculous Me, page 44.

Activity: Thinking Positive

Grade Level: 2--4

Description: Students get to exchange positive comments about themselves with other students. Each child will end up with a worksheet with a drawing of themselves and three positive statements from other members of the class.

Constraints: Some students may find it difficult to come up with positive statements. The activity suggests making a list on the board of generic positive qualities they can choose from. A puppet is used in this activity, but is unnecessary.

Location: Here's Looking At You--2000, Unit 2, pp 31-32.

Activity: VIP Dictionary

Grade Level: 3--8

Description: Children prepare an entry about themselves for a class dictionary describing their positive qualities. Reinforces dictionary skills at the same time that it enhances self-esteem.

Constraints: Basic knowledge of the dictionary

Location: Miraculous Me, pp 81--82.

Activity: Growing Words--Shrinking Words

Grade Level: 3--8

Description: Students develop an awareness of the effects of the words we use on self-esteem by developing a class list of words and phrases that promote self-esteem and ones that destroy it.

Constraints: Some prior work on the concept of self-talk would enhance this activity by being able to discuss the effects of not only what we say to others, but also what we say to ourselves.

Location: Miraculous Me, page 152.

Activity: About Me Poster

Grade Level: 3--8

Description: Students develop a sense of pride in themselves by creating a poster entitled "Me At My Best".

Constraints: None

Location: Miraculous Me, page 123.

Activity: This is What I've Done

Grade Level: 6--9

Description: Worksheet on which to write accomplishments; nicely organized and simple.

Constraints: None

Location: Project Oz - A Special Message, Grades 6--9, Unit 6, page 20.

Activity: The Strength Bombardment

Grade Level: 6--12

Description: This activity (which is designed to be done over two days, but could be done in one day) encourages kids to think of positive qualities for each class member and to share that quality with the out loud.

Constraints: Some kids may want to joke around about the compliments due to being uncomfortable. Make this part of the discussion.

Location: Here's Looking At You--2000, Unit 7--9, pp 51--54.

AMBITION/RESPONSIBILITY

Activity: Goal Setting

Grade Level: 3--6

Description: Using a worksheet as a guide, students learn how to set realistic, measurable goals for themselves and then set a long term and a short term goal. The activity does not have them report back on successes which could be done, especially with the short term goals.

Constraints: Will need to have some reading and writing skills, or have the teacher read the worksheet to students.

Location: Together We Grow, page 23.

Activity: Class Rights and Responsibilities

Grade Level: 3--8

Description: Children are provided with an opportunity to take part in writing rules for their own growth by developing a classroom rule book. Rules are written in positive form.

Constraints: Basic writing skills and willingness to set and abide by rules.

Location: Miraculous Me, page 99.

Activity: Thoughts About Me

Grade Level: 3--8

Description: Children are encouraged to think about their inner qualities and the type of person they want to become by filling out and discussing a worksheet.

Constraints: If students do not have reading and writing skills necessary to fill out the worksheet it could be done orally.

Location: Miraculous Me, pp 117--119.

Activity: What Kind of Person are You? and What I'm Like

Grade Level: 4--8 (Low skill level required)

Description: Students respond to short (easy!) check lists and then discuss how they see themselves. Afterward, change is discussed.

Constraints: In the first activity, there is some ambiguous wording: "makes smart remarks to others."

Location: Project Oz - A Special Message, Grades 6--12, Vol.1, Unit 6, page 15 and page 32.

Activity: How to Do Things Better

Grade Level: 6--9

Description: Small group problem solving (with worksheet) of ways to keep temper, make friends, etc.

Constraints: Students will need to be able to work in small groups with a recorder.

Location: Project Oz - A Special Message, Grades 6--12, Vol.1, Unit 6, page 22.

DEALING WITH FEELINGS

Activity: Alexander's Bad Day

Grade Level: K--3

Description: Using the book "Alexander and the Terrible, Horrible, No Good, Very Bad Day" (available in most libraries), kids are encouraged to recognize the importance of acknowledging and dealing appropriately with feelings.

Constraints: None--the story is read to the class by the teacher.

Location: Here's Looking at You--2000, Unit K--1, pp 21--22.

Activity: Feeling Better

Grade Level: K--3

Description: Using the song "If You're Happy And You Know It", students look at the need to acknowledge and appropriately deal with feelings. Has verses for sad, worried, scared, angry, excited, etc. The class could also come up with other verses.

Constraints: The activity uses a puppet, but can be done without this prop.

Location: Here's Looking at You--2000, Unit 2, pp 33-34.

Activity: My Thoughts Journal

Grade Level: 3--8

Description: Students keep a journal of daily events, experiences, and feelings. Teachers can then make comments back to the student through the journal.

Constraints: Students need to be able to write enough to describe their feelings. A recommendation on the topic is to keep it positive. A similar activity, included in the PRISE Curriculum, is called KEEPING A JOURNAL.

Location: Miraculous Me, page 45.

**RECOMMENDED ACTIVITIES FROM OTHER SOURCES
UNIT 2: INFORMATION ABOUT DRUGS**

GENERAL EFFECTS OF DRUGS

Activity: Fact and Fallacy

Grade Level: 3--6

Description: Students fill out a worksheet that asks true or false questions regarding alcohol and other drugs. This could be used as a pre and post test for a drug information unit or as a tool to generate class discussion.

Constraints: Some reading skills. Previous drug information will be necessary for them to get the correct answers.

Location: Together We Grow, page 30.

Activity: John Has A Disease

Grade Level: 3--6

Description: Using the film "A Story About Feelings" (the video is available through the C.S.E.D.I. library), students examine the disease of alcoholism. A fact sheet is also included with myths and facts.

Constraints: Some preliminary information about alcohol and other drugs would be helpful.

Location: Here's Looking At You--2000, Unit 3, pp 17--20.

Activity: The Drugged Body (Body Map)

Grade Level: 6--9

Description: In order to see the number of organs affected by different drugs, students color a picture of the inside of the human body.

Constraints: Nine different drugs are discussed in this activity; could be cut down to the four gateway drugs.

Location: Project Oz - A Special Message, Grades 6--12, Vol.1, Unit 7, page 19.

Activity: Not The Same For Everyone

Grade Level: 7--9

Description: Through a game, discussion, and a worksheet, students identify factors which will influence how a drug works in their bodies and will distinguish between reliable and unreliable sources of information.

Constraints: Previous discussions about alcohol and other drugs.

Location: Here's Looking At You--2000, Unit 7--9, pp 15--17.

Activity: What Drugs Cost Families

Grade Level: 9--12

Description: Students develop a budget for a family and then calculate the cost to that family of drug use (the worksheet focuses on cocaine, but other drugs could be used also).

Constraints: None

Location: Learning To Live Drug Free, Unit V, pp 18--19.

Activity: Drugs And Crime

Grade Level: 7--12

Description: Students examine the dollar cost of drug use and abuse on the United States each year and discuss ways that this money could be better spent if drug use stopped being an issue. They also do some problem solving of ways to better raise money to deal with drug use and abuse and ways to solve the problem.

Constraints: None

Location: Learning To Live Drug Free, Unit IV, pp 11--12.

Activity: Drugs And Birth

Grade Level: 9--12

Description: Students discuss the effects of alcohol, tobacco, and other drugs on a developing fetus. They practice talking to a friend or relative who is pregnant and is using one of these drugs.

Constraints: Some previous knowledge of normal fetal development.

Location: Learning To Live Drug Free, Unit V, pp 13--14.

MEDICINE VS. DRUGS

Activity: People We Trust

Grade Level: K--3

Description: Students identify people from whom it is safe to take medicine by putting a smiling face next to their name on the board and crossing out those from whom they should not take medicine or drugs.

Constraints: Some background information about medicines is helpful.

Location: Learning To Live Drug Free, Unit II, pp 14--15.

Activity: What Is A Drug?

Grade Level: K--3

Description: Using a frog puppet as narrator (older kids might find this silly so you could leave the puppet out), this activity has kids decide what a drug is and which of a variety of substances fit this category. There is a card with smaller cut-out cards for students to use for identification purposes.

Constraints: None

Location: Here's Looking At You--2000, Unit K--1, pp 3--5.

Activity: Medicines

Grade Level: 3--6

Description: Series of three activities in which students learn the rules for taking medicines by hearing a story and completing a worksheet.

Constraints: Worksheet requires some reading ability but not much prior knowledge.

Location: Together We Grow, pp 36--39.

Activity: Prescription and Over-The-Counter Medicines

Grade Level: 3--6

Description: Students discuss the difference between prescription and over-the-counter medicines and try to list a variety of medicines in each category. You might want to try having samples of different medicines for students who are more visual. This activity should be followed by the next one: Rules For Taking Medicine.

Constraints: None

Location: Together We Grow, pp 36--37.

Activity: Rules For Taking Medicine

Grade Level: 3--6

Description: Using a story, students discuss the rules for taking medicines.

Constraints: None

Location: Together We Grow, pp 37--38.

NICOTINE

Activity: The Chew Story

Grade Level: 6--8

Description: A Cloze-like activity in which students participate in writing a story about young people who begin using chewing tobacco. The activity leads to a discussion of the effects of the drug and the character's decision to chew or not to chew tobacco.

Constraints: Knowledge of functional parts of speech is required for this activity. The story may be too long for some students.

Location: Here's Looking at You--2000, Grade 6, Page 11.

Activity: Spending Money

Grade Level: 6--9

Description: Math activity about the cost of smoking which includes a discussion of what students might otherwise do with the money.

Constraints: The activity does not include much math practice--is not designed to be academic in content--but it could be easily revised for this purpose.

Location: Project Oz - A Special Message, Grades 6--12, Vol 1, Unit 11, page 9.

Activity: The Drug You Chew

Grade Level: 7--9

Description: Using the article "Sean Marsee's Smokeless Death" (available from the C.S.E.D.I. library - in Nicotine resource packet), students examine the risks of smokeless tobacco.

Constraints: The article may be hard for some of the slower readers.

Location: Here's Looking At You--2000, Unit 7--9, pp 29--31.

Activity: Tobacco Quiz

Grade Level: 7--10

Description: A 14 item quiz about the effects of tobacco along with explanations of the answers.

Constraints: Needs to be combined with other anti-smoking activities.

Location: Into Adolescence: Avoiding Drugs pp 45--48.

Activity: Beauty And The Beast

Grade Level: 9--12

Description: Since adolescents are very concerned about their looks, this activity deals with the negative effects of nicotine on appearance.

Constraints: Some previous discussion of the physical effects of nicotine.

Location: Here's Looking At You--2000, Unit 10--12, pp 21--25.

Activity: Secondhand Smoke

Grade Level: 9--12

Description: Students discuss the issue of breathing secondhand smoke and have to make some decisions about several situations involving this issue.

Constraints: Previous discussion about nicotine dangers.

Location: Here's Looking At You--2000, Unit 10--12, pp 27--28.

ALCOHOL

Activity: Bill's Party

Grade Level: 6--9 (Easy reading level)

Description: Students read about a high school boy who becomes intoxicated and identify five factual errors in this story.

Constraints: The students need to know some basic facts about alcohol before this activity.

Location: Project Oz - A Special Message, Grades 6--12, Vol.1, Unit 8, page 22.

Activity: John Has A Disease

Grade Level: 3--6

Description: Using the film "A Story About Feelings" (the video is available through the C.S.E.D.I. library), students examine the disease of alcoholism. A fact sheet is also included with myths and facts.

Constraints: Some preliminary information about alcohol and other drugs would be helpful.

Location: Here's Looking At You--2000, Unit 3, pp 17--20.

MARIJUANA

Activity: In The Wrong Mood

Grade Level: 7--9

Description: This is a two day activity which includes the use of two booklets (available through the C.S.E.D.I. collection of Scriptographic booklets), a play that the students put on, and a worksheet for students to fill out. The topic is marijuana and its harmful effects.

Constraints: Some previous discussion of drugs in general would be helpful.

Location: Here's Looking At You--2000, Unit 7--9, pp 33--38.

COCAINE

Activity: Cocaine Worksheet

Grade Level: 6--12

Description: A fill-in-the-blank worksheet to acquaint students with some basic facts about cocaine and its effects.

Constraints: The worksheet contains some high level vocabulary that's probably not necessary to the concepts but which could be introduced: ingested, initial. Even though the material has not been previously introduced, students will probably be able to figure it out through context. Discussion will be necessary to help students retain the information.

Location: Project Oz - A Special Message, Grades 6--12, Vol 2, Unit 15, pp 6--8.

Activity: What Drugs Cost Families

Grade Level: 9--12

Description: Students develop a budget for a family and then calculate the cost to that family of drug use (the worksheet focuses on cocaine, but other drugs could be used also).

Constraints: None

Location: Learning To Live Drug Free, Unit V, pp 18--19.

**RECOMMENDED ACTIVITIES FROM OTHER SOURCES
UNIT 3: DECISION MAKING**

Activity: Step Right Up To Health

Grade Level: 2--4

Description: Using a game, students look at different decisions to be made about health and drug issues.

Constraints: Some previous discussion of alcohol and other drugs. The teacher will need to supply the dice for the game and some peanuts (in the shell).

Location: Here's Looking At You--2000, Unit 3, pp 43--44.

Activity: Create An Advice Desk

Grade Level: 3--6

Description: One student plays "Advice Person" by sitting in a particular spot in the room and responding to letters students have written requesting advice. Following this, a discussion is held with the class about other solutions.

Constraints: Some prior discussion of decision making might be helpful.

Location: Together We Grow, pp 3--4.

Activity: Your Choice

Grade Level: 3--6

Description: Using a series of stories, children are asked to make choices about how to handle things such as telling secrets, breaking rules, stealing, and cheating.

Constraints: If students have difficulty reading the stories, the teacher could read them as a prelude to discussion.

Location: Miraculous Me, page 93.

Activity: Making Decisions

Grade Level: 4--6

Description: Using different vignettes and a four-step process for decision-making, students practice making choices about alternative actions. Students work in small groups and then present their decision to the class for discussion.

Constraints: Some of the vignettes may be too sophisticated or complicated for younger or lower functioning students. These could be changed to fit their experience.

Location: Learning To Live Drug Free, Unit III, pp 19--20.

Activity: What Would You Do With \$1000?

Grade Level: 4--6

Description: Students are given a chance to identify factors which influence decision making. Ties into peer pressure during the discussion by asking students to think of times when their friends have wanted them to do things they didn't want to.

Constraints: None

Location: Here's Looking At You--2000, Unit 4, pp 41--42.

Activity: Drugs And My Plans

Grade Level: 4--6

Description: Students examine their goals for the future and relationships that are important and how alcohol and other drugs can affect them negatively.

Constraints: Some previous discussion of alcohol and other drugs.

Location: Here's Looking At You--2000, Unit 5, pp 23--24.

Activity: Now And Later

Grade Level: 6--8

Description: Students examine their goals for the future and how their decisions regarding alcohol and other drugs can impact on their ability to achieve them.

Constraints: Some previous discussion of alcohol and other drugs.

Location: Here's Looking At You--2000, Unit 6, pp 35--36.

Activity: Decisions For The Future

Grade Level: 7--12

Description: Using the Robert Frost poem, "Stopping by Woods on a Snowy Evening", students discuss choices that have to be made in life and how they might affect their future. The discussion centers around choosing between responsible and irresponsible behaviors.

Constraints: The more subtle meaning of the poem may be lost on younger students.

Location: Learning To Live DrugFree, Unit IV, page 20.

Activity: Taking Action

Grade Level: 9--12

Description: Students are asked to look at their beliefs about drug-related issues and to make a decision on which side of a controversy they take. They research their position and present it to the class in some form.

Constraints: This may be hard for some lower functioning students. Previous knowledge of alcohol and drug abuse is necessary.

Location: Here's Looking At You--2000, Unit 10--12, pp 31--32.

Activity: Scenes From A Life

Grade Level: 9--12

Description: Students look at their goals in life and the negative impact that alcohol and other drugs can have on those plans. Each student develops scenes (as if their life were a movie) and look at where they want to be in 2, 5, 15, and 40 years.

Constraints: Previous discussion of alcohol and other drugs.

Location: Here's Looking At You--2000, Unit 10--12, pp 95--96.

RECOMMENDED ACTIVITIES FROM OTHER SOURCES
UNIT 4: RESISTING PRESSURE

PEER PRESSURE

Activity: Frog Tells His Story

Grade Level: K--1

Description: Using a frog puppet, the teacher tells the class a story which involves resisting peer pressure. This activity is designed within the actual curriculum as an introduction to learning about alcohol and other drugs, but the story could be used by itself.

Constraints: Need some sort of frog hand puppet.

Location: Here's Looking At You--2000, Unit K--1, pp 1--2.

Activity: Practice Saying No

Grade Level: 3--6

Description: Students discuss the steps of saying no (outlined in the lesson) and then role play several situations that are also provided.

Constraints: None

Location: Together We Grow, pp 4--5.

Activity: Turning Point

Grade Level: 6--12 (low)

Description: Students transform aggressive behavior into assertive behavior and role play the situation. The helpful matrix is included which defines passive, aggressive, and assertive behavior.

Constraints: The activity requires the students to transform the behavior without much preparation. The film "You Can Say No--Here's How" available through CSEDI may help in preparing students.

Location: Project Oz - A Special Message, Grades 6--12, Vol.2, Unit 22, pp 5--6.

Activity: Assertiveness Role Playing Situation

Grade Level: 6--12

Description: Students are given situations to role play in which one of them will need to be assertive.

Constraints: The role playing will also require one student to be in a negative role--to be the student who is smoking or whatever.

Location: Project Oz - A Special Message, Grades 6--12, Vol.2, Unit 22, pp 10--12.

ADVERTISING

Activity: Class Discussion of Advertising Techniques

Grade Level: 3--6

Description: Students discuss the various methods used by advertisers to sell their products. They are then asked to watch for particular types of ads while they watch TV and fill out an Ad-Watcher's Log Book. These can then be discussed in class. A final step is to have small groups of students write their own ad. The suggestion is to write one for an imaginary product, but you might want to have them write one to convince people not to use drugs.

Constraints: Writing ability. Access to a TV. This is a three part activity, so will take several days.

Location: Together We Grow, pp 42--44.

Activity: Truth In Advertising

Grade Level: 6--8

Description: Using ads for alcohol and tobacco students look at the different techniques of persuasion used to sell these products. They discuss the truth about these products that is NOT stated in the ads.

Constraints: Previous discussions of alcohol and tobacco.

Location: Here's Looking At You--2000, Unit 6, pp 21--25.

Activity: Assessing Messages

Grade Level: 6--12

Description: Students bring in examples of songs and advertisements that depict or suggest activities such as smoking, drinking, or using other drugs. Through class discussion, students then discuss the message and develop strategies to counter the pro-drug messages they are receiving.

Constraints: None

Location: Learning To Live Drug Free, Unit IV, page 10.

**RECOMMENDED ACTIVITIES FROM OTHER SOURCES
UNIT 5: NURTURING RELATIONSHIPS**

ADULT RELATIONSHIPS

Activity: Family Forest

Grade Level: 3--6

Description: Using a worksheet with an apple tree and a bush, students are helped to see that they belong to a group and that there are lots of people who care and to whom they can turn. Asks them to look not only at family members but other significant people in their lives.

Constraints: Minimal reading and writing ability. A similar activity, included in the PRISE Curriculum, is called MAPPING MY CONNECTIONS.

Location: Together We Grow, pp. 13--14.

Activity: My Thoughts Journal

Grade Level: 3--8

Description: Children keep a daily journal of their thoughts and feelings. Teachers collect the journals periodically and add personal comments to the end of each day's entry. A good way to begin to establish a relationship with each child.

Constraints: Children need to have enough writing skills to be able to express their thoughts and feelings. A similar activity, included in the RESILIENCY UNIT of the PRISE Curriculum, is called KEEPING A JOURNAL. This activity assists students who are beginners at journal writing.

Location: Miraculous Me, page 45

Activity: Letter From An Admirer

Grade Level: 6--8

Description: This activity encourages students to identify an older person they admire and the qualities they admire in them. They then write a letter to that person expressing how they feel and further developing that supportive relationship.

Constraints: A similar activity is included in the PRISE Curriculum called FAN LETTER TO AN ADULT. This activity assists students with writing this letter.

Location: Here's Looking at You--2000, Unit 6, pp 49--50.

PEER RELATIONSHIPS

Activity: Friendship Checklist

Grade Level: 6--12 (low)

Description: Students explore characteristics of friends. The checklist could be useful in helping students learn how to be friends.

Constraints: Ads for friends are backwards in a way--in that the students who are advertising do not say what they can offer. Could be confusing and students in a classroom will generally recognize each other's handwriting. The checklist, however, could lead to some good discussion.

Location: Project Oz - A Special Message, Grades 6--12, Vol. 2, Unit 22, pp.7--9.

CHILDREN OF ALCOHOLICS

Activity: What can Ben Do?

Grade Level: 6--9 (Easy reading level)

Description: A short story about a boy with an alcoholic parent. After small sections of the story, students are given an opportunity to suggest what the boy can do to cope with his feelings.

Constraints: The teacher needs to be aware of the issues for Children of Alcoholics and to structure the discussion carefully. (Reading is available within the Oz Curriculum.)

Location: Project Oz - A Special Message, Grades 6--12, Vol.1, Unit 10, page 12.

RECOMMENDED ACTIVITIES FROM OTHER SOURCES
UNIT 6: HEALTHY ALTERNATIVES

Activity: Drug Free Fun Time

Grade Level: 3--6

Description: Students are to brainstorm activities to do during a half hour "drug free fun" time in class. They then plan and participate in the activity.

Constraints: None

Location: Together We Grow, page 7.

Activity: Lots To Do That's Fun!

Grade Level: 3--6

Description: Students play a brainstorming game in which they are given situations and need to develop healthy ways to have fun. There are a couple of alternate activities with this game.

Constraints: Someone in each group will need to be able to write down the ideas, or else have it be an entire class discussion with the ideas being put on the board by the teacher.

Location: Here's Looking at You--2000, Unit 4, pp 3-5.

Activity: Balloon Bust

Grade Level: 3--6

Description: Students break balloons in order to retrieve slips of paper with questions about alternative activities. The questions (which are good) are included.

Constraints: This activity could be a bit chaotic if students are having trouble with self-control.

Location: Leisure Education Curriculum, page 262.

Activity: Leisure Charades

Grade Level: Estimated 4--6

Description: In order to increase student's knowledge of various leisure time activities, the students draw slips and pantomime the activities. Either the teacher or the students could come up with the slips of things one could do in their spare time.

Constraints: The activity includes very little detail. Older students may find it silly

Location: Leisure Education Curriculum, page 194

Activity: Twelve Foot Room

Grade Level: Estimated 6--10

Description: Students are given a paper on which to draw or describe everything they would need for three months in a 12 foot windowless room.

Constraints: The activity requires follow-up discussion to be meaningful.

Location: Leisure Education Curriculum, page 190.

Activity: No-Sleep Nightmare

Grade Level: 6--12

Description: Simple (short) activity in which students list ways to help themselves fall asleep without medication.

Constraints: Much of the work is done for students in this activity. Perhaps begin with a brainstorming session to allow students to do more. Follow-up might include a discussion of the dangers of sleep medications. Students could practice a relaxation technique.

Location: Project Oz - A Special Message, Grade 6--12, Vol.2, Unit 16, pp 11--12.

Activity: Plan A Party

Grade Level: 7--9

Description: Students are given an opportunity to identify fun, safe, and drug free activities for a party and plan a party using those ideas.

Constraints: None

Location: Here's Looking at You--2000, Unit 7--9, pp 41--42.

Activity: Leisureship...Time for You

Grade Level: 9--12

Description: Students make name tags with answers to several questions about themselves which they then share with other students.

Constraints: The nametag that's included is too complex and would need to be simplified for special ed students. The activity could be altered to allow students to interact more.

Location: Leisure Education Curriculum, page 82.

Activity: Natural Highs (Day 1)

Grade Level: 9--12

Description: Students discuss marijuana and its harmful effects and why people use it. They then brainstorm alternative ways to feel good without using marijuana.

Constraints: Some previous discussion of drugs in general.

Location: Here's Looking At You--2000, Unit 10--12, pp 33--35.



COMPREHENSIVE SPECIAL EDUCATION DRUG INITIATIVE

Miner LD Center • 1101 East Miner • Arlington Heights, IL 60004

Jenni Casale, M. Ed., Project Director • Phone (708) 255-6350

ORDER FORM FOR RESOURCE MATERIALS

Name of material you want to borrow: _____

Type of material (video, book, curriculum, etc): _____

When you need it: _____ Until: _____

Your Name: _____

Position: _____

Phone Number where we can reach you: _____

Where to send the material: _____



COMPREHENSIVE SPECIAL EDUCATION DRUG INITIATIVE

Miner LD Center • 1101 East Miner • Arlington Heights, IL 60004

Jenni Casale, M. Ed., Project Director • Phone (708) 255-6350

ORDER FORM FOR RESOURCE MATERIALS

Name of material you want to borrow: _____

Type of material (video, book, curriculum, etc): _____

When you need it: _____ Until: _____

Your Name: _____

Position: _____

Phone Number where we can reach you: _____

Where to send the material: _____